KG2



Connect

Term 2

Teacher's Guide





Shona Evans



Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG2, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives, keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

Contents

Scope and sequence

Theme	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	English in the classroom (CLIL)
How the world works	5 **My party**	cake, ice-cream, pizza, salad, water, yogurt; numbers (1–10) sandwich, cheese, olives, cucumbers, bread, tomatoes, traffic lights, koshari, molokhiya, tacos, nachos, noodles, rice, pizza, pasta	Can I have some (cake), please? Yes, here you are. My favorite food is... .	/y/ yogurt, yo-yo, yellow /w/ water, white, wash	**Participation:** Making a cake **Creativity:** Making a sandwich	**Respect for diversity:** Foods around the world	**Loyalty:** Tolerance and respect	**Social Studies:** Foods around the world **Math:** 9+1=10 6-10
	6 **My farm**	cat, cow, duck, horse, rabbit, sheep	There's a (cow).	/n/ nut, nine, nose, nest /z/ zoo, zebra Combine syllables to form words	**Problem solving:** Feeding an animal	**Empathy:** Caring for animals	**Environmental responsibility**	**Science:** Baby animals What animals eat **Project:** A model of a barn
Communication	7 **My family's jobs**	dentist, doctor, firefighter, police officer, teacher, vet, astronaut	This is my (mommy). She's/He's a (vet).	/v/ vet, violin, van /ks/ six, x-ray Identifying middle letters Recognizing silent letters	**Self-management:** Set goals	**Respecting adults:** Listening to advice	**Social responsibility:** People who help us	**Science:** Space
	8 **My summer games**	bike, kite, scooter, slide, swing, trampoline	I've got a (bike). Have you got a (kite)? Yes/No. Sort words into their basic categories	The alphabet Combine syllables to form words	**Self-management:** Being safe Respecting safety rules **Creativity:** Finding creative solutions to a problem	**Independence**	**Preventative health:** Rules to stay safe	**Math:** 10–20 **Social Studies:** Safety signs
	Review 2	Revision of vocabulary	Revision of language	Revision of sounds				

Introduction

Connect KG2 is the second level of an exciting new course for kindergarten learners. Using the latest methodological techniques for kindergarten classes, the course takes the children on a learning journey which is full of fun, engaging activities with friendly characters in a familiar world.

Aims of the course

The course is based on activities to develop oral and listening skills in English as well as introducing the alphabet and basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD).
The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. It has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful, first steps learning experience.
Each level is divided into four main themes *(Who am I? (About me), The world around me (My world), How the world works (The wider world)? and communication),* encouraging the students to gradually develop their understanding of themselves, their environment and citizenship.

Topics

The context of the book reflects the children's immediate environment, so the topics draw on their knowledge and subsequently motivate them to discover more about the world through English. Topics in *Connect KG 2* include the sports, music, home, daily routines, party, jobs, animals and games.

The main characters

Adam and Dina are the main child characters. They are a brother and sister who live with their immediate family. They go to a kindergarten and have two close friends, Laila and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.
Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She appears in the stories to guide the children solve little problems concerning life skills, such as self-management, empathy and respecting others. Busy Bee is represented throughout the course in the activity icons, which clearly show students what kind of activity it is.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has four main units plus one review unit. Each main unit consists of twelve pages, which equate to six lessons, plus at least two *Play time* pages.
Each unit has an appropriate topic for young children. The six lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration, which is clearly presented and practiced through a song
- a story featuring the vocabulary in the context of chunks of useful language
- deeper exploration of life skills, values, or issues
- listening and speaking practice of the target language of the unit
- phonics presentation and practice, including listening, speaking, tracing and writing tasks
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art, Music and Social Studies
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

Introduction

After each main unit, there are at least two pages of *Play time* activities. These pages are extra material designed for the students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. However, since these pages are extra revision material, it is not vital that these pages are completed. They are intended to be extra fun tasks only and are not compulsory.
The review units at the end of each term are designed to practice and consolidate the language students learned so far.
At the end of the book are a selection of cut-out materials to be used as interactive resources. Full guidance about when to use these are given in the Teacher's Guide notes.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set opposite the accompanying notes. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. Audioscripts for all the recorded material are also provided.
Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.
Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. There are fast finisher activities and practice game suggestions at the end of each lesson.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group.

Digital materials

Links are included throughout the Teacher's Guide to animated videos of the songs and stories. Animation brings the story content to life and additional fun and action to the songs. There are also supporting videos for some integrated curriculum content to help teachers to explain more difficult concepts.

How to use the course

Unit walkthrough

There are two Student's Book pages for each lesson. Each lesson has a particular focus.

Vocabulary

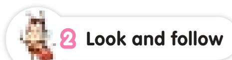
Students throughout listen to the new words and find the items in the picture.

Students then listen to the song and sing along as much as they can. They can also sing on their own with the karaoke version of the song.



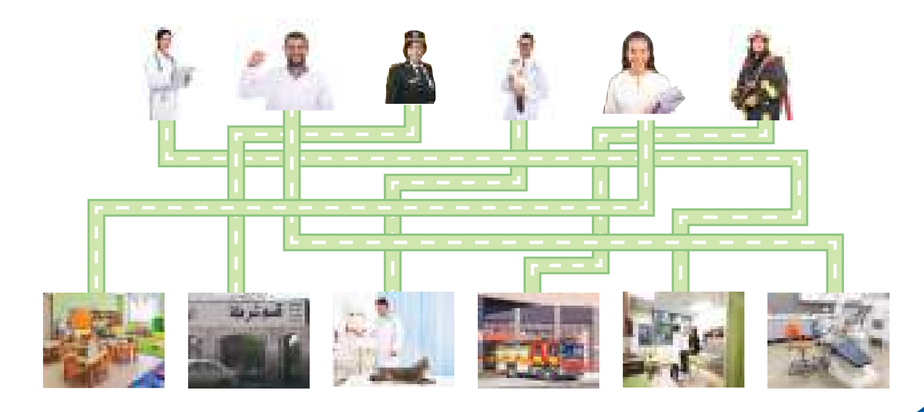
The artwork is bright and colorful with lots of details for students to find and discuss.

The word box shows the new words of the unit. The words are in blue because students are not expected to be able to read them at this stage. Words will be presented in black for students to read later on.



Vocabulary Unit 7

2 Look and follow



Confidence with new language is gradually built up through fun activities.

The language in each lesson is clearly presented to teachers and parents in the footer.

Vocabulary: *dentist, doctor, firefighter, police officer, teacher, vet*



Introduction

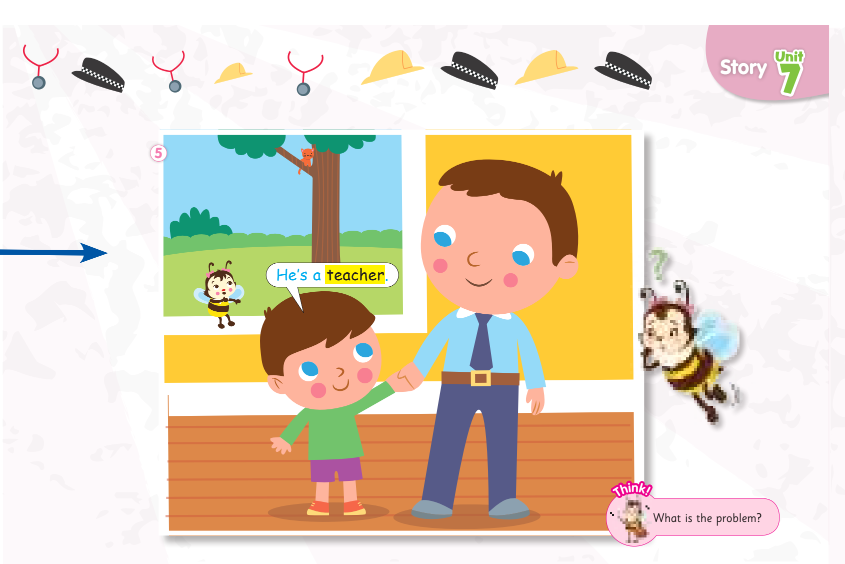
Story

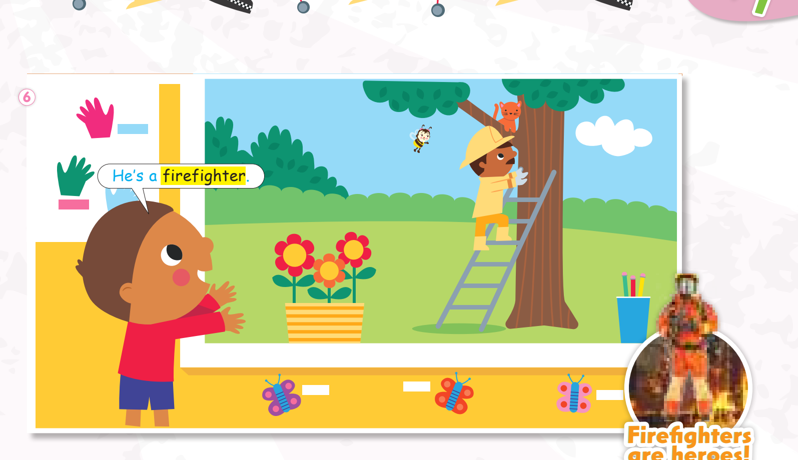
The activities are clearly shown to students with the fun icons of Busy Bee.



Children in kindergarten are learning lots of new skills. The *Look and learn* feature helps students to focus on these skills.

Every story in the course presents a minor problem that must be solved by the characters. At this point, the teacher can pause the CD and discuss the problem with the students.





Life skills, Values and Issues

Life skills, values and issues are integrated throughout the course, but there are also specific lessons focusing on these learning points



Photographs show scenes that will be familiar to students and which they can relate to their own lives.

Students first identify the words in the box. These are linked to the unit topic.

Students listen and sing along with the song. Each verse focuses on one photograph at a time. Students then do fun and simple actions as they sing.

Introduction

Listening and speaking

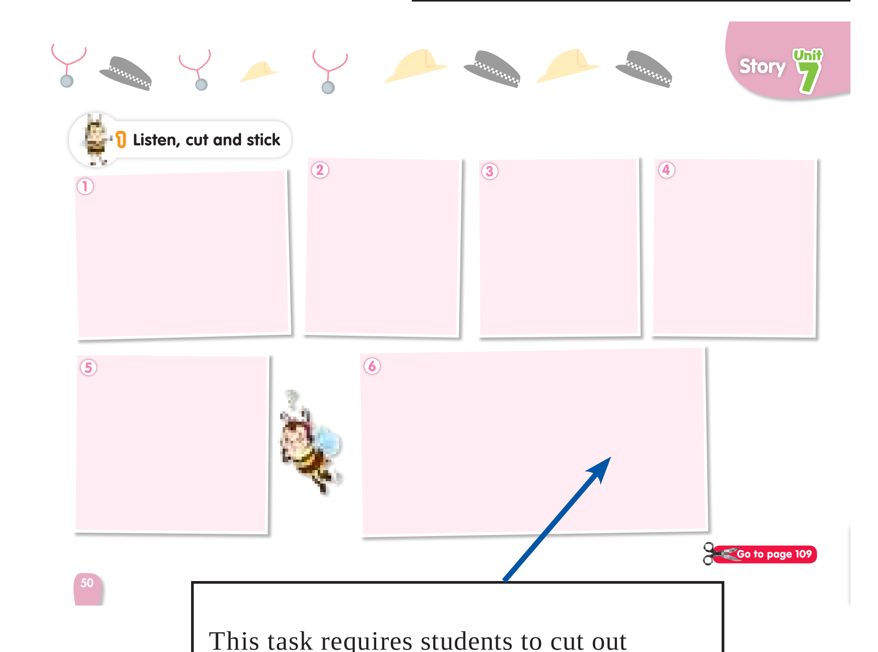
The focus of this lesson is for the students to practice the target language in a fun listening and speaking activity.

First, students listen to sample dialogues and point to the corresponding pictures on the page.



The aim of this activity is for students to practice and perform a simple dialogue in pairs.
The small pictures below the heading help students to identify the language required.

By the end of the lesson, students should be comfortable using the language independently.

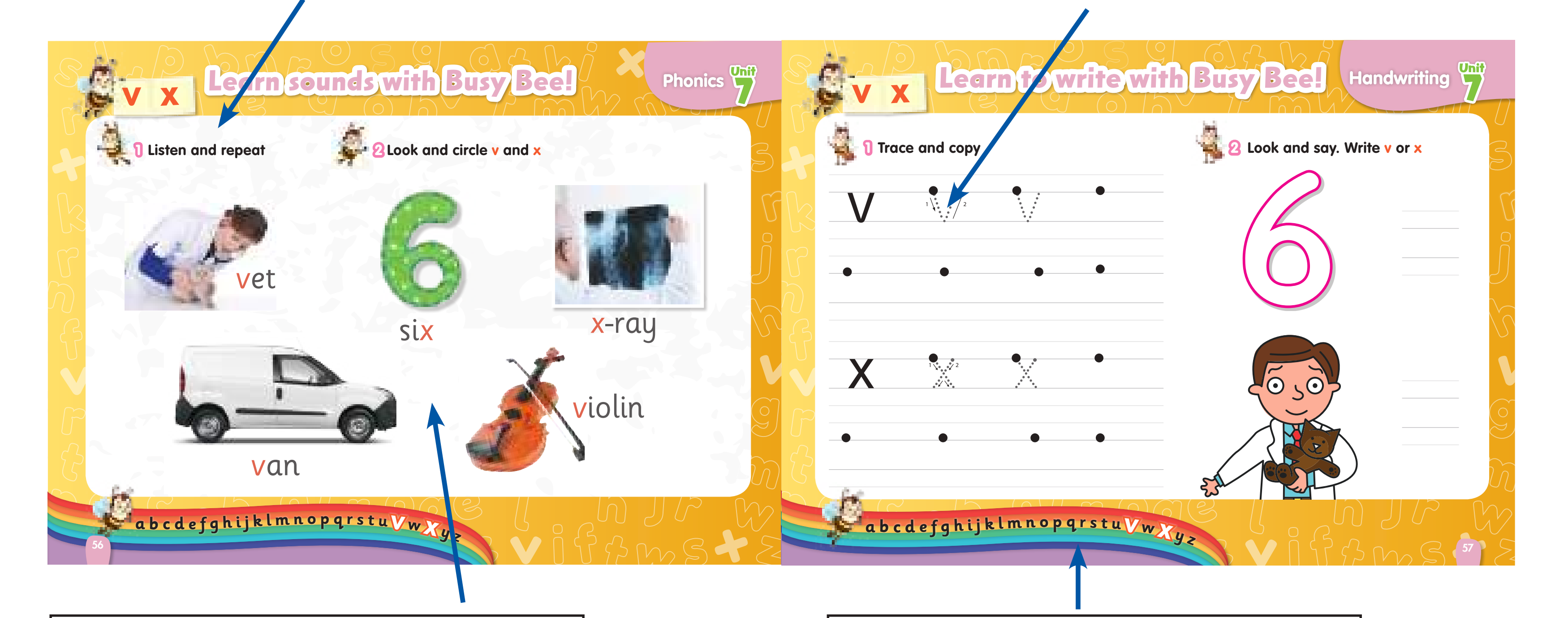


This task requires students to cut out materials from the back of the book and use them in a fun interactive activity.

Phonics

Students listen to the lively phonics chant, which presents the target sounds in words to show how they are pronounced. They listen and repeat the sounds.

Clear guidance about the formation of each letter is given on the page. Students can then practice tracing the letter in the context of a word.



The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.

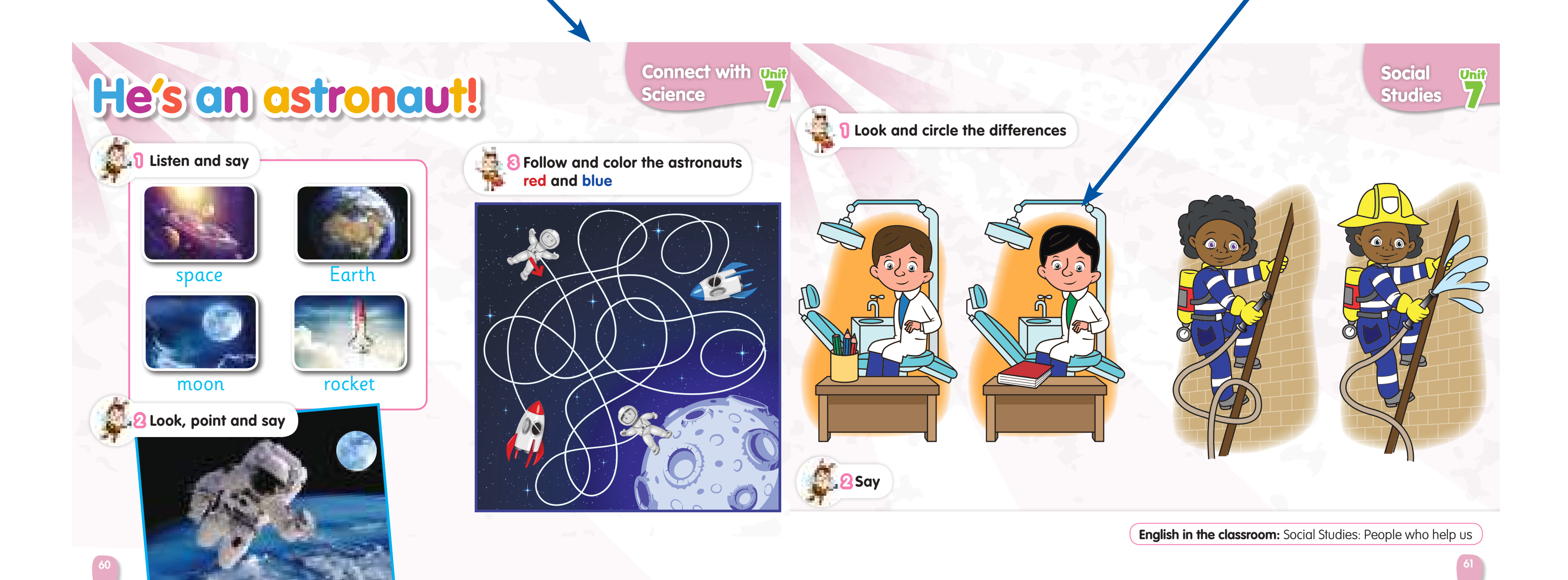
This feature shows students where the letters they are studying fit into the alphabet.

Introduction

English in the classroom (CLIL)

In this lesson, the related curriculum area is Science, but there is also an opportunity for students to build their fine motor skills.

Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, focusing on Math and Science, as well as Social Studies, Art or Music.



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that the students are studying in other lessons, particularly in Math and Science.

Project

In this project, students make a matching game. This consolidates the language, life skills, values and issues of the unit. It offers the students the chance to work with their classmates to share resources and cooperate. The project is used also to assess the students' progress in life skills, values, issues as well as language.

Resources needed for the project are clearly shown on the page.



Both creativity and working in groups are important elements of the kindergarten curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families.

There is a clear step-by-step guide for how to create the project work. Further guidance is given in the Teacher's Guide.

After completing the project, students show their creation to the class or their group. The presentation includes practice of the unit.

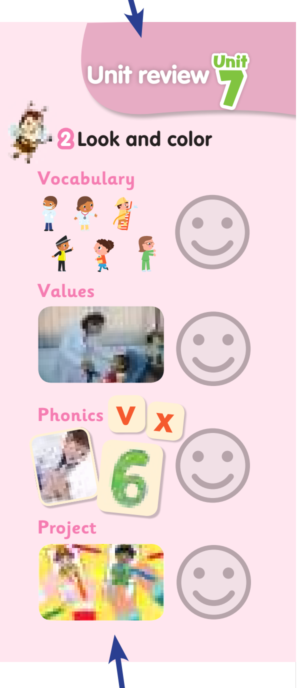
Introduction

Show and tell and Unit review

Every unit ends with a unit review. This revises all the language that the students learned in the unit. This revision is guided by the teacher and then followed by student self-assessment.

For the *Show and Tell* activity, students bring objects from home to show the rest of the class and to talk about. Alternatively, students can present the projects which they had previously made in class with their friends.
The photograph shows what the students need to do.





The final part of the lesson is a self-assessment activity. The students look at each element of the unit. If they feel that they have learned or understood each part of the unit, they color the happy faces. Full guidance for this section is given in the Teacher's Guide.

Play time

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.
The tasks on these pages are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.



At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress.
Collect the books at the end of the unit. Look at the students' own assessment of their progress in the *Look and draw* activity. Check that you agree with their own assessment and then allocate your own assessment level of their progress.
For your own records, give students a grading for each skill. Then, for each student, tick the correct colored face in the Student's Book to represent their general progress in all the skills.
Make sure that students know that a tick next to a red or yellow face is not a failure, but is just a sign that they need to revise the language in this unit.

Introduction

How to teach phonics

The course supports children's phonemic awareness development through *Learn sounds with Busy Bee* in each unit, with emergent writing skills practice. Each phonics lesson focuses on two key letter sounds of the alphabet, using familiar vocabulary from the unit. At the end of *Connect KG2*, there is a revision of all the letters and sounds learned throughout the course.

Each letter sound is presented using the same procedure. Teachers show a picture, item or action to elicit the word, e.g they wave hello to elicit the word *hello*. Then they draw the letter on the board and point and say the letter sound, e.g. /*h*/, and encourage students to repeat. They wave again and elicit *hello*. Finally, they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word, e.g. */h/ hello*.

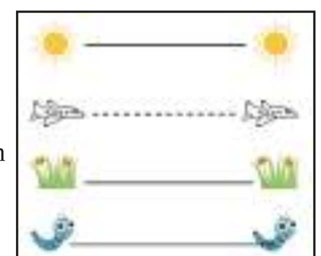
A chant reinforces the correct pronunciation of the sounds in the selected words with the help of Busy Bee. There is further help to consolidate the children's ability to recognize familiar sounds and to differentiate them from others. With continued practice, children begin to grasp the alphabetic principle and combine their knowledge of print and sound.

How to teach emergent reading and writing skills

This course was carefully designed to help scaffold both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogues.

In *Connect KG2*, students are taught two new letter sounds in each phonics lesson, with an alphabet review in Unit 8. Through the activities they practice identifying and saying the letter sounds, and identifying words with those initial sounds. Printed words in the Student's Book appear in blue font as they are not intended for students to read.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly – make sure students don't grip the pencil too tightly.





Use the Sky Writing procedure: The teacher stands with their dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder.

The teacher writes on the lines and says the steps out loud. Then, students trace the letter in the air, saying the steps out loud with the teacher.

Repeat each letter.

For example, to write the letter *h*, say *Start at the Sky Line, go straight down to the grass line, go up and round to the plane line and round down to the grass line*. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Encourage the children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. In this course the CLIL area is closely related to the theme of the unit and story content in which areas such as Math and Science are focused on, as well as Social Studies, Art and Music. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.

Teaching life skills

Children at kindergarten age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions:

- **Learning to live together: skills for active citizenship**: respect for diversity, empathy, participation, accountability. In *Connect KG2*, skills introduced for this dimension include participation (working together) and respect for diversity.
- **Learning to be: skills for personal empowerment:** self-management, resilience, communication. In *Connect KG2*, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress.
- **Learning to do: skills for employability:** cooperation, negotiation, decision making, productivity. In *Connect KG2*, skills introduced for this dimension include respecting others, working in groups and following rules.
- **Learning to know: skills for learning:** creativity, critical thinking and problem solving. In *Connect KG2*, skills introduced for this dimension include problem solving in each of the stories and creative thinking in project and presentation tasks. Stories, activities and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years education: while learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development, which helps to create confident, smart, early thinkers.

Teaching values

Values education is the teaching of values such as tolerance, honesty, curiosity, perseverance, cooperation and independence. These values help to create good citizens, and are very important development steps for children of this age.

Students are introduced to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and songs. Through these they are guided towards behaviors such as curiosity, perseverance, cooperation, politeness and respect, tolerance and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified are:

- Non-discrimination issues
- Health and population issues
- Citizenship issues
- Issues of globalization
- Environmental and development issues

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy lifestyle in Unit 1. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher's input. It's a process that can boost language learning, is inclusive and fun and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up, sit down, clap your hands* and *open your books* are some of the common instructions which could be used.

TPR is also used to react to the content of songs in miming activities and guessing games.

Projects in the classroom

Promoting craft in the classroom is an essential part of a child's development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.

Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the *Games Bank* at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.

Characteristics of young learners

Very young children by nature are very inquisitive, active learners. For many, it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be of great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are also valuable tools in the young learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Classroom Management

Working in whole class, pairs, groups

Establishing routines in the young learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way, we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines into your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Use a class mascot to greet the children and take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson. Use a class mascot, flashcards and realia to capture children's attention.

Shoulder partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle).

Turn and talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning and check each other's answers.

Lean and whisper

Students lean one shoulder in towards one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom.

Hands up

The teacher holds a hand in the air to signal that the students should stop what they are doing, stop talking, and look up at the teacher. When the students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention-getting signal.

Calling sticks

The teacher writes names of all the students on popsicle sticks and places them in a jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.

Playing time

This could be a free-play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner, for example. Observe how they play and interact with their classmates.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say *goodbye* to you and the class mascot in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!
Let's sit down!
Let's be quiet!
It's time for a story!
Stand up, please.
Go to your table.
Open your books.
Close your books.
Tidy up, please.
Stand in a line.

I hope you enjoy using this innovative, new course which has been lovingly written and designed to create a memorable and purposeful language-learning experience.



LESSON 1 page 2

Objectives: To identify vocabulary for food in a picture
To review colors
To review numbers 1 to 5
To listen to and sing along with a song

Vocabulary: *cake, ice-cream, pizza, salad, water, yogurt*

Materials: Student's Book, pages 2 and 3
Class CD
Digital Toolkit
Flashcards: cake, ice-cream, pizza, salad, yogurt; cat, cow, duck, horse, rabbit, sheep; blue, green, red, yellow
Unit 5 poster

Opener

- Play *Memory* (Games Bank, page 95) to review the daily routines vocabulary.
- Play *Color show* (Games Bank, page 94) to revise the colors: blue, green, orange, pink, purple, red, yellow.

Presentation

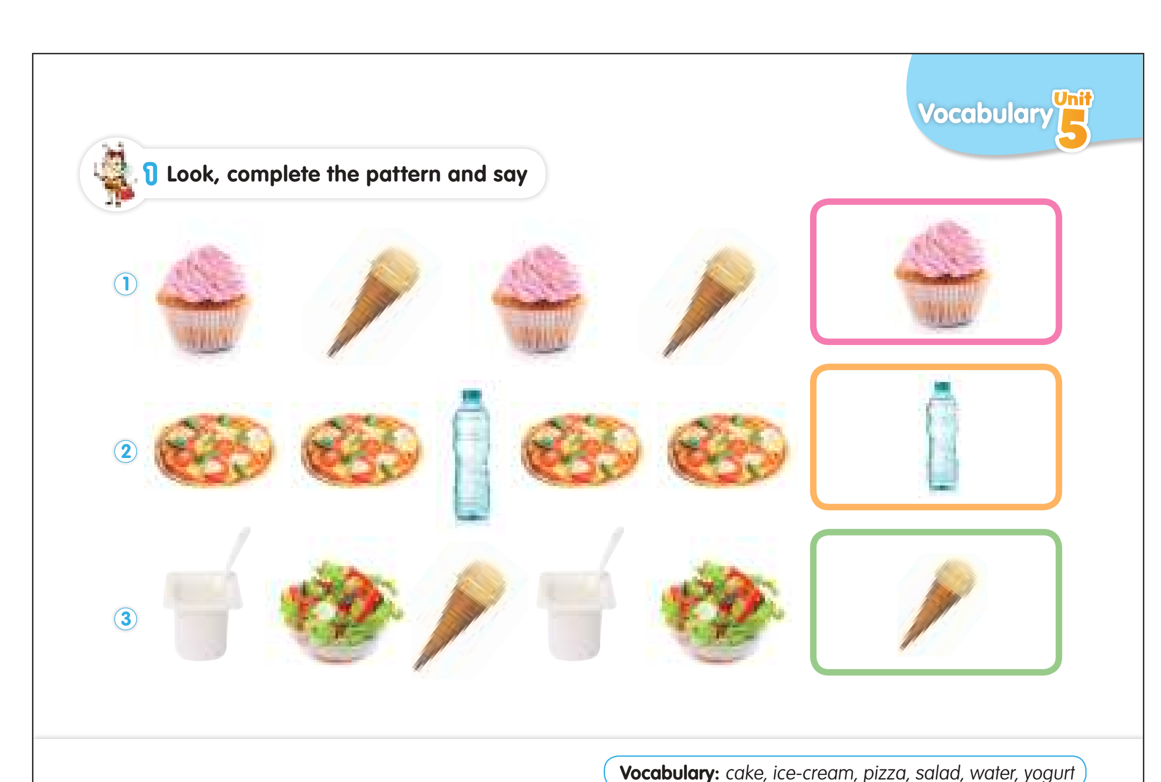
1 Present and practice the new words: *cake, ice-cream, pizza, salad, yogurt* and *water*.
2 Present the new vocabulary using the flashcards. Point to the cake and say: *cake*. Students repeat several times chorally and then individually.
3 Repeat the procedure for *ice-cream, pizza, salad, yogurt* and *water*.
4 Then point to each item in turn and students say the words. Vary the order you point to the items.
5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster, and the student says the word.

1 Listen and point

1 Help students to find page 2.
2 Elicit who they can see in the picture: *Who can you see?* (Busy Bee, Adam, Dina, Laila and Youssef). Then ask students what foods they can see in the picture: *What foods can you see?* (It's a birthday party, there is some cake, ice-cream, pizza, yogurt, water and salad on the table.) Point to the cake and say: *cake* and encourage students to repeat. Repeat for the other foods. Say: *Point to the food you like the most. Show your partner.*



3 Use the picture to review the colors: *yellow, red, blue, green*. Ask students to point to and tell you the colors they can see in the picture (yellow, red, blue, green).
4 Use the picture to review numbers 1 to 5. Point to the children and ask: *How many friends are there?* Encourage the children to point and count with you 1, 2, 3, 4. Point to Busy Bee and say: *And Busy Bee makes five*. *Show me five*. Encourage students to show you five fingers. Point to the cakes on the table and ask: *How many cakes are there? Let's count. One, two. There are two cakes. One cake is for Adam and one cake is for Dina*.
5 Say: *Listen and point*. Play the song. For each verse, students point to the corresponding food or drink in the picture.





LESSON 1 page 3

1  Look, complete the pattern and say

1 Help students to find page 3. Use the small pictures on the first row to elicit the words (*cake, ice-cream, cake, ice-cream*).
2 Then explain that students have to draw a picture in the box to complete the sequence of food pictures. Say: *cake, ice-cream, cake, ice-cream…* and pause for students to say the next word in the sequence: *cake*.
3 Say: *Now complete*. Ask students what picture they should draw in the box: *What do we draw here? Ice-cream or cake?* (cake). Students draw a picture of the cake in the box and then say the complete sequence: *cake, ice-cream, cake, ice-cream, cake*.
4 Students repeat the procedure for the second row (*pizza, pizza, water, pizza, pizza, water*) and the third row (*yogurt, salad, ice-cream, yogurt, salad, ice-cream*).
5 Go around monitoring. Help if necessary.

Audioscript

Please come to our party
Let's have fun
There's food for everyone!
We have pizza and salad,
Yogurt and cake,
Ice-cream and water
Yum, yum, yum!

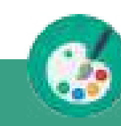
Happy birthday, Adam
Happy birthday to you!
Happy birthday, Dina.
Happy birthday to you!

6 Display the cake, ice-cream, pizza, salad, yogurt and water flashcards on the board. Say: *Can I have some ice-cream, please?* Encourage children to point to the correct flashcard. Ask for a volunteer to remove the correct card from the board and to hand it to you. Say: *Yummy ice-cream. Thank you*. Repeat with the other items of food.

2 [CD 1.25] Sing

1 Play the song again on the next track for the karaoke version. Students gradually sing along with the song as much as they are able. Point to each food flashcard as each verse is sung.
2 When students are able, play the version of the song without words. Students sing as much as they can.

Fast finishers



- Students can draw and color a picture of their favorite food. They show the picture to a partner. You could make these into a classroom display and use it to practice the food vocabulary.

Consolidation game

- Play *Point to the card* (Games Bank, page 95) with the food flashcards.



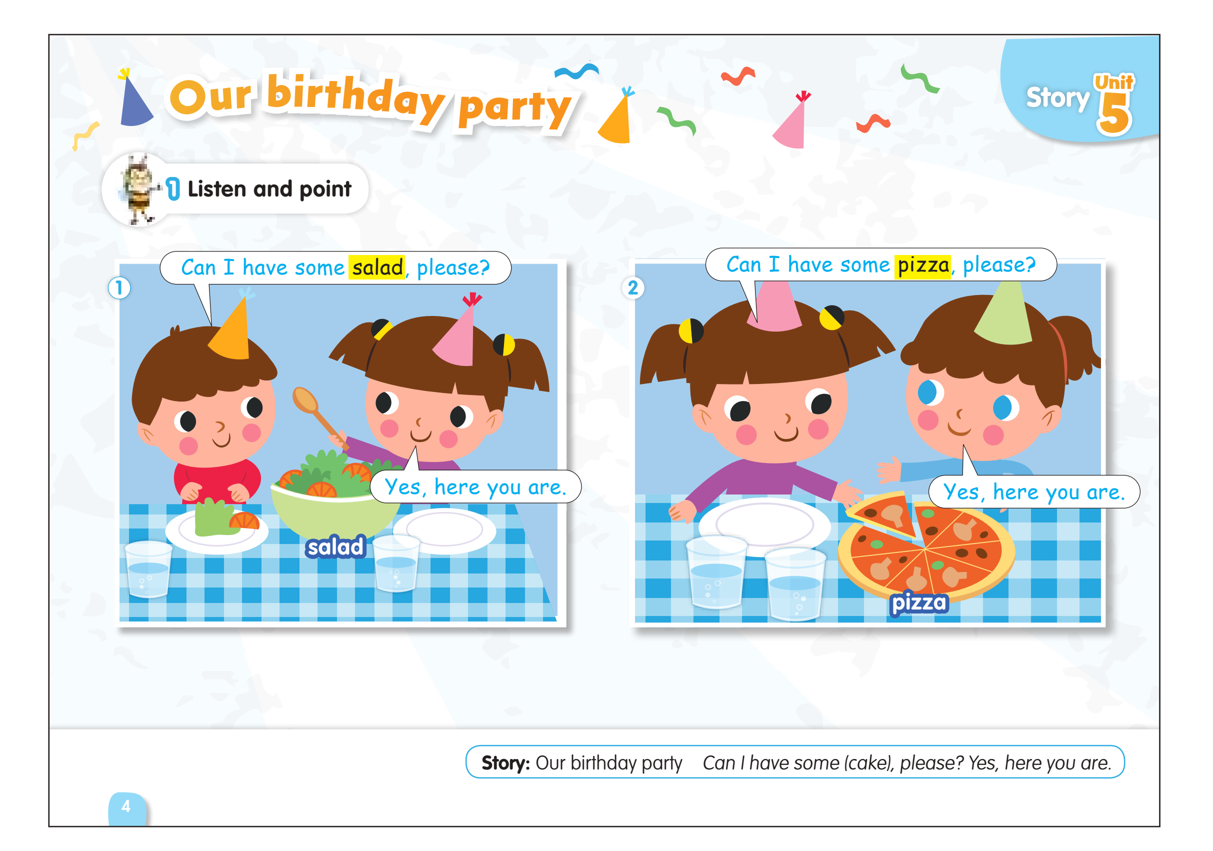
LESSON 2 pages 4-5

Objectives: To identify vocabulary for food in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To define the problem and find alternatives

Vocabulary: *cake, candle, ice-cream, pizza, salad, water, yogurt*

Language: *Can I have some (cake), please?*
Yes, here you are.

Materials: Student's Book, pages 4 and 5
Class CD
Digital Toolkit
Flashcards: cake, ice-cream, pizza, salad, water, yogurt; one, two, three, four, five, six, seven, eight, nine, ten
Student's Book Unit 5 cut-outs
Unit 5 poster



Opener

- Revise the food vocabulary with the class using the flashcards or the unit poster.
- Play the song from Lesson 1, Student's Book, page 2 again with the class and ask students to sing along with the song as much as they can.
- Practice the numbers 1–8 using the flashcards and classroom objects, for example, pencils or crayons.
- Present the numbers 9 and 10 using the flashcards and the classroom objects.





LESSON 2 pages 4-5

1 Listen and point

1 Help students to find page 4. Look at the frames 1 and 2 with the class. Ask them what and who they can see in the pictures by pointing at the characters and the foods and asking: *Who/ What is this?* (Adam, Dina, salad, pizza) Make sure students can remember the food words.
2 Ask students what is happening in the story. (It is Adam and Dina's birthday party.) Ask: *Do you like birthday parties?*
3 Ask students to predict what happens in the story. Ask students for their guesses. Say: *Listen and point*. Play the CD for frames 1 and 2. Students listen and point to the food as they hear each item on the CD.
4 Repeat the same procedure for frames 3 and 4.

Audioscript

1 **Adam:** *Can I have some salad, please?*
Dina: *Yes, here you are.*
2 **Dina:** *Can I have some pizza, please?*
Laila: *Yes, here you are.*
3 **Adam:** *Can I have some yogurt, please?*
Youssef: *Yes, here you are*
4 **Dina:** *Can I have some ice-cream?*
Can I have some water, please?
Laila: *Yes, here you are.*

5 You could also play the CD and pause before each food word and point to it on the page, encouraging the class to complete the sentence.



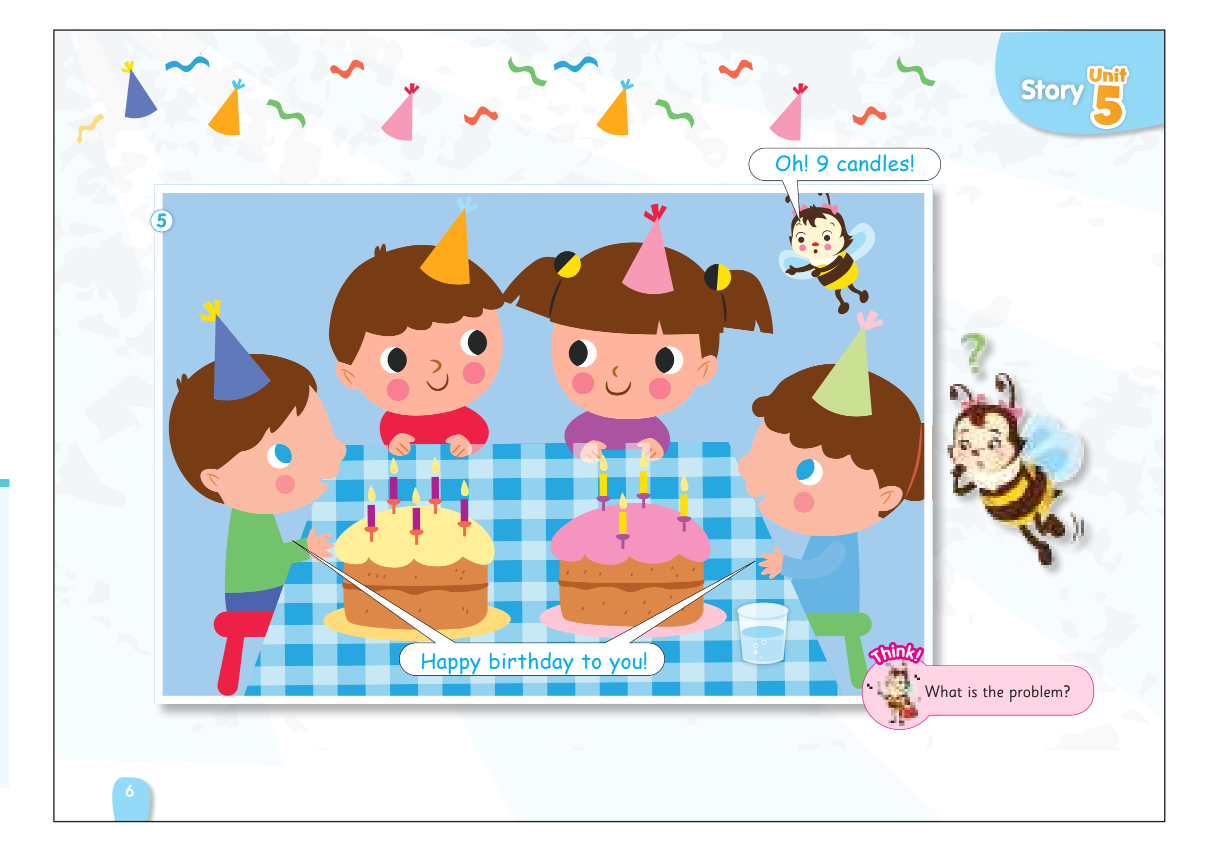
LESSON 2 pages 6-7

1 Play the CD for frame 5 and then pause the CD. Ask students: *How many candles should there be on each cake?* Remind them that Adam and Dina are five. Point to the candles on Adam's birthday cake on the left and say: *Let's count the candles on Adam's cake*. (five) Then point to Dina's birthday cake on the right and say: *Let's count the candles on Dina's cake*. (four) Say: *Oh no, Dina only has four candles*. Say: *Dina's cake needs one more candle*. Ask students to think about what will happen next: *What will Busy Bee do?* What do students think?

Audioscript

5 Children's voices: *Happy birthday, Dina!*
Happy birthday, Adam!
Happy birthday to you!
Hip, hip, hooray!
Hip, hip, hooray!

Busy Bee: *Oh, how many candles are there? 1, 2, 3, 4, 5, 6, 7, 8, 9…*







LESSON 2 pages 6-7

1 Continue playing the story. Were students' predictions correct? (Busy Bee brings another candle, so that there are five candles on each cake, making a total of ten). Say: *How many candles on each cake?* Count the candles, including the one Busy Bee is bringing, with students: *One, two, three, four, five candles for Adam. And one, two, three, four, five candles for Dina*.

2 Say: *Listen, point and say*. Play the story again. Students listen, point to each frame and join in with any words they can.

Audioscript

6 Busy Bee:	*There are ten candles! Happy birthday, Adam! Happy birthday, Dina!*

2 We like to give!

- Look at the photograph with the class. Ask: *What can you see?* (The boy is giving the girl a date.) Do students like to give? What do they give and to whom? Encourage the students to give their shoulder partner something and the other to say *thank you*. Explain to the students the importance of giving and encourage them to talk about their experiences.



LESSON 3 page 8

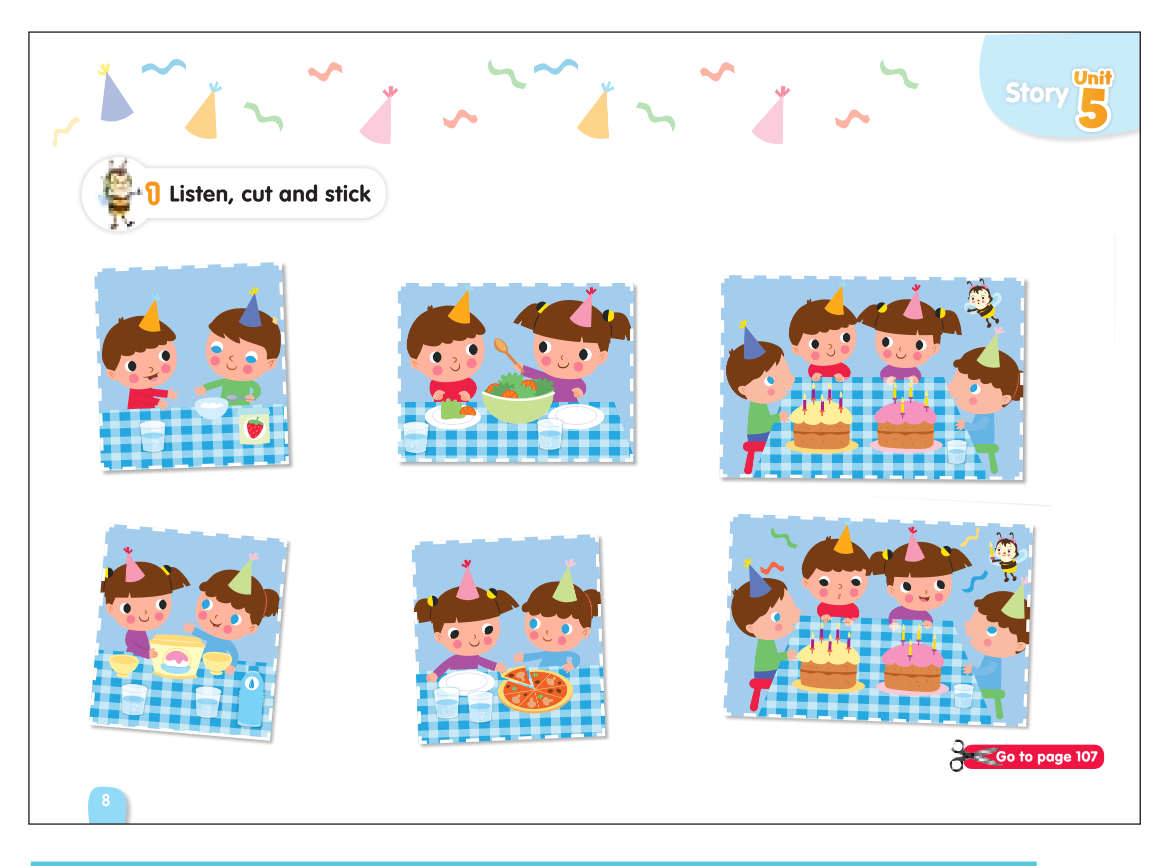
Objectives:	To practice vocabulary for food in a picture story To listen to and follow a picture story To think about what happens next in a story To listen to and arrange a picture story To use drawings to narrate very short events
Vocabulary:	*cake, candle, ice-cream, pizza, salad, water, yogurt*
Language:	*Can I have some (cake), please?* *Yes, here you are.*
Materials:	Student's Book, pages 8 and 9 Class CD Digital Toolkit Flashcards: cake, ice-cream, pizza, salad, water, yogurt; one, two, three, four, five, six, seven, eight, nine, ten Student's Book Unit 5 cut-outs Unit 5 poster Optional: printed out copies of a simple birthday cake with five candles on it for students to color in for the *Fast finishers* activity Optional: toy foods for the consolidation game

1 Listen, cut and stick

1 Help students to find the Unit 5 cut-outs at the back of their books. Students name each food in the pictures.
2 Help students to find page 8. Say: *Listen and choose*. Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.
3 Say: *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order. For further practice, students can point at the pictures and say the food names: *yogurt, pizza, cake*.

Audioscript

1 **Adam:** *Can I have some salad, please?*
Dina: *Yes, here you are.*
2 **Dina:** *Can I have some pizza, please?*
Laila: *Yes, here you are.*
3 **Adam:** *Can I have some yogurt, please?*



Audioscript

Youssef: *Yes, here you are*
4 **Dina:** *Can I have some ice-cream?*
Can I have some water, please?
Laila: *Yes, here you are.*
5 **Children's voices:** *Happy birthday, Dina!*
Happy birthday, Adam!
Happy birthday to you!
Hip, hip, hooray!
Hip, hip, hooray!
Busy Bee: *Oh, how many candles are there? 1, 2, 3, 4, 5, 6, 7, 8, 9…*
6 **Busy Bee:** *There are ten candles! Happy birthday, Adam! Happy birthday, Dina!*





LESSON 3

page 9

1 Listen and match

1. Help students to find page 9. Look at the picture with the class. Ask: *Who can you see?* (Adam, Youssef, Dina and Laila, and another boy and girl).
2. Elicit the foods (*cake, ice-cream, pizza, salad, yogurt, water*).
3. Point to Adam. Play the first section of the CD. Say: *Listen. What food does Adam want?* Students listen and decide which food Adam would like (pizza).
4. Say: *Now match.* Students draw a matching line from Adam to the pizza.
5. Play the other sections of the CD and repeat the procedure for the pictures of the boy (cake), Youssef (water), Dina (salad), the girl (ice-cream) and Laila (yogurt).

Audioscript

1 **Adam:** *Can I have some pizza, please?*
Adult: *Yes, here you are.*

2 **Boy:** *Can I have some cake, please?*
Adult: *Yes, here you are.*

3 **Girl:** *Can I have some ice-cream, please?*
Adult: *Yes, here you are.*

4 **Dina:** *Can I have some salad, please?*
Adult: *Yes, here you are.*

5 **Youssef:** *Can I have some water, please?*
Adult: *Yes, here you are.*

6 **Laila:** *Can I have some yogurt, please?*
Adult: *Yes, here you are.*

6. Play the CD again. Students listen, point to each child and join in with any words they can.

Fast finishers



- Students can draw a birthday cake with five candles on it. Alternatively, print out a simple cake outline with five candles on it for students to color in.

Consolidation game

- Play *What's missing?* (Games Bank, page 96) with the food flashcards or toy foods.



LESSON 4 page 10

Objectives: To use vocabulary for food
To reinforce the importance of trying new food
To work with others to finish a project (participation)
To show respect for other nationalities (respect for diversity)
Creativity: To generate a diversity of ideas that are not typically expected, and be able to read just when the situation changes
To generate new, original and unique ideas
To be flexible

Vocabulary: *tomatoes, cheese, olives, bread, traffic lights, sandwich, cucumbers*

Language: *Let's try (some salad).*
Let's make (traffic lights sandwich).

Materials: Student's Book, pages 10 and 11
Class CD
Digital Toolkit
Flashcards: tomatoes, cheese, olives, bread, traffic lights sandwich
Unit 5 poster
Sliced tomatoes, seedless olives, spreadable cheese, white toast, cucumbers
Numbers poster
Coloring pencils or crayons
Modeling clay for the *Fast finishers* activity

Opener

- Revise numbers 1-10 using the numbers poster.
- Play the story from Lesson 2 again with the class. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Introduce the concept of trying new foods with the class. Ask students which foods they like / don't like or if there is a food they would like to try. Explain that it's important to try different foods, especially healthy foods such as salad.
2 Help students to find page 10. Point to the photos at the top of the page (tomatoes, cheese, olives, bread, cucumbers, traffic lights and smiley face sandwiches). Point to the photo of the tomatoes and say: *tomatoes*. Students repeat after you. Repeat for the *cheese*, *olives*, *bread, cucumbers* and *traffic lights sandwich.*
3 Say: *Now look and say*. Ask students to look and find any of the foods from the smaller photographs in the bigger photograph below. They can point to each food and say the word together.



2 Make a sandwich

1 If you have a traffic lights sandwich show it to the class. Say: *This is my traffic lights sandwich. Look! It's red, yellow and green*. Make sure each child has seen it properly by taking it around the class.
2 Explain to the students what each color of the traffic lights mean. (Red: stop, yellow: slow down, green: go).
3 Look at the picture together with the class. Say: *Look! The children are making a traffic lights sandwich.* Ask: *What can you see on the table?* (tomatoes, cheese, olives, bread, cucumbers, smiley face and traffic lights sandwiches). Elicit the color of each item.
4 Explain to the class that they are going to make their own traffic lights. Make sure they wash their hands first.
5 Each student needs a slice of white toast or any other kind of flat bread. Each group needs a plate of sliced tomatoes, a plate of green seedless olives or sliced cucumbers, and a plate of spreadable cheese.
6 Demonstrate the procedure. For the traffic lights sandwich: First, they spread the cheese on the bread. Then they put tomatoes on the top and olives at the bottom of the bread. Make sure they leave space between the tomatoes and the olives/cucumbers.



7 Repeat the procedure for the smiley face sandwich.
8 Make sure to demonstrate the procedure. For the smiley face sandwich: First, they spread the cheese on the bread. Then they put two slices of olives in the place of the eyes and a line of tomatoes to draw a smile.
9 Monitor students' work. Ensure that they clean and tidy up when they finish.

LESSON 4 page 11

1 Listen and point

1 Help students to find page 11.
2 Point to the boy on the left and remind students' of the Egyptian flag.
3 Ask students what dishes they like to eat. Explain to the students that each country has its own national dishes. You can explain in L1 if necessary.
4 Point to each of the foods in the photos. Say: *These are foods from around the world.* Ask the students if they have seen or heard of any of them before.



5 Explain to the class that they are going to listen to the names of each of the foods. Say: *Let's listen to number 1.* Ask them to point to number 1. Play the audio clip of Egypt on the CD.
6 Say: *'Koshari' is a food we eat in Egypt.* Ask if any of the students have tasted this dish before. Encourage the students to share their experiences.
7 Repeat the procedure for *molokhiya.*
8 Play number 2 Mexico from the CD. Say: *Nachos.* Ask students to repeat and point to the picture of the food they think it is.
9 Encourage students to talk about how the food looks and what they think it might taste like. If the students tasted this food before they can share their experiences too.
10 Repeat for tacos, number 3 (China: noodles, rice) and number 4 (Italy: pizza, pasta).
11 Make sure to encourage students to try new foods.

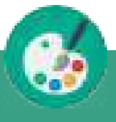
Audioscript

1 *I come from Egypt. Egyptians eat koshari and molokhiya.*
2 *I come from Mexico. Mexicans eat nachos and tacos.*
3 *I come from China. The Chinese eat noodles and rice.*
4 *I come from Italy. Italians eat pizza and pasta.*

2 Talk about your favorite food

1 Ask students to choose a food they like.
2 Choose a confident student to talk about his/her favorite food (how it tastes, how it looks).
3 Encourage them to go home and find out with their parents how it's made.
4 Students can speak about it during the next lesson too.
5 Praise their excellent work.

Fast finishers



- Students use modeling clay to make models of foods they like or foods they would like to try. Alternatively, they can draw and color a picture.

Consolidation game

- Play *Memory* (Games Bank, page 95) with the *cake, ice-cream, pizza, salad, yogurt* and *water* flashcards.



LESSON 5 page 12

Objectives: To use vocabulary for asking for an item
To listen to and practice a dialogue in pairs

Vocabulary *cake, ice-cream, pizza, salad, water, yogurt*

Language: *Can I have some (cake), please?*
Yes, here you are.

Materials: Student's Book, pages 12 and 13
Class CD
Digital Toolkit
Unit 5 poster
Flashcards: cake, ice-cream, pizza, salad, water, yogurt
Optional: toy foods

Opener

- Use the Unit 5 poster or the flashcards or toy foods to revise cake, ice-cream, pizza, salad, yogurt and water.

1 Listen and point

1 Help students to find page 12. Look at the picture with the class. Ask: *What can you see?* There are two girls playing in a toy shop. Encourage students to identify the foods. Point to a food and ask: *What's this?*
2 Say: *Listen and point*. Play the first dialogue on the CD to the class. Ask students to point to the child who is speaking for the shopkeeper and the customer.
3 Ask: *What food did you hear?* (cake) Students point to the correct food on the picture.
4 Play the rest of the mini-dialogues for students to listen to, point and say the food words.

Audioscript

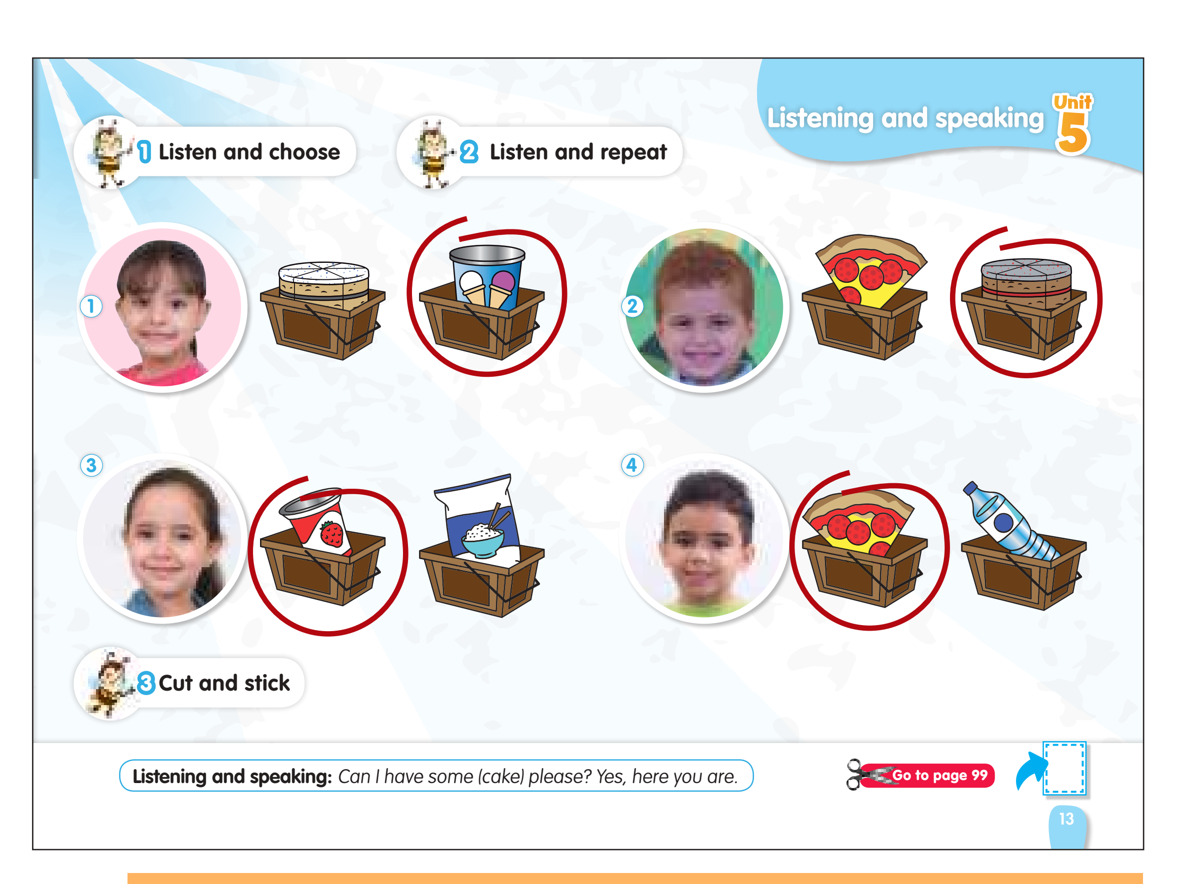
Girl 1: *Can I have some cake, please?*
Girl 2: *Yes, here you are.*
Girl 1: *Can I have some pizza, please?*
Girl 2: *Yes, here you are.*
Girl 1: *Can I have some ice-cream, please?*
Girl 2: *Yes, here you are.*
Girl 1: *Can I have some yogurt, please?*
Girl 2: *Yes, here you are.*
Girl 1: *Can I have some salad, please?*
Girl 2: *Yes, here you are.*
Girl 1: *Can I have some water, please?*
Girl 2: *Yes, here you are.*



2 Look and say

1 Play one of the mini-dialogues again. Ask one of the students to model the dialogue with you. Display the flashcard for that food. Ask: *Can I have some (yogurt), please?* Encourage the student to respond: *Yes, here you are* and to pass you the flashcard. Alternatively, use toy foods for this demonstration. Then try to help the student to choose a food and to ask you: *Can I have some (pizza), please?* for you to reply: *Yes, here you are.*
2 Students work in pairs to produce the mini-dialogues using the pictures to help them.
3 Monitor carefully, helping students to pronounce the words and to take turns correctly.
4 Confident learners could demonstrate the complete text in front of the class.





LESSON 5 page 13

1 Listen and choose

1 Help students to find page 13. Point to the girl on the top left-hand side of the page and the two pictures next to her. Elicit: *cake* and *ice-cream*.
2 Tell students that they have to listen and choose which food item the girl wants. Say: *Listen and choose*. Play the first mini-dialogue on the CD to the class.
3 Ask students to point to the child who is speaking and then point to the food she asks for (ice-cream).
4 Repeat the previous procedure for the remaining mini-dialogues.

Audioscript

1 **Girl 1:** *Can I have some ice-cream, please?*
Girl 2: *Yes, here you are.*
2 **Boy 1:** *Can I have some cake, please?*
Boy 2: *Yes, here you are.*
3 **Girl 3:** *Can I have some yogurt, please?*
Girl 2: *Yes, here you are.*
4 **Boy 3:** *Can I have some pizza, please?*
Boy 2: *Yes, here you are.*

2 Listen and repeat

1 Say: *Now listen and repeat.*
2 Play the CD again on the next track for students to listen and repeat.

Audioscript

1 **Girl 1:** *Can I have some ice-cream, please?*
Girl 2: *Yes, here you are.*
2 **Boy 1:** *Can I have some cake, please?*
Boy 2: *Yes, here you are.*
3 **Girl 3:** *Can I have some yogurt, please?*
Girl 2: *Yes, here you are.*
4 **Boy 3:** *Can I have some pizza, please?*
Boy 2: *Yes, here you are.*

3 Cut and stick

1 Help students find Unit 5 cut-outs at the back of their books, page 99.
2 Point to each food item on the page and elicit its name. (*ice cream, salad, pizza, rice, water, yogurt*)
3 Divide the students into pairs. They use the items to do a dialogue. One student is a customer and one student is a shopkeeper.
4 The customer asks: *Can I have some (pizza)?* The shopkeeper replies: *Yes, here you are.* Make sure students swap roles so that they get the opportunity to play both roles in the dialogue.

Fast finishers



- In pairs, students continue to act out the customer and shopkeeper dialogue from the Student's Book. Encourage them to use other vocabulary they know for the items to buy, including classroom items, toys or food from Student's Book.

Consolidation game

- Play *Word whispers* (Games Bank, page 96) with the unit vocabulary.



LESSON 6 page 14

Objectives: To use the letter sounds /y/ and /w/
To find words with the /y/ and /w/ sounds
To trace and copy the letters *y* and *w*

Vocabulary: *wash, water, white, yellow, yogurt, yo-yo*

Materials: Student's Book, pages 14 and 15
Class CD
Digital Toolkit
Unit 5 poster
Flashcards: white, yellow, yo-yo, water, yogurt, wash
Phonics cards: w/water, y/yogurt.

Opener

- Revise the vocabulary for food using the Unit 5 poster or any displays on the wall that the class has made.
- Ask the class to demonstrate their *Look and say* dialogues from Student's Book, Lesson 5 again. If helpful, play the mini-dialogues recording from Student's Book, page 12 again first.

Presentation – the letter sounds /y/ and /w/

1 Show the picture on the y/yogurt phonics card and ask: *What's this?* Elicit: *yogurt*. Then say: *yogurt*. Students repeat after you.
2 Show the letter side of the phonics card and say: */y/*. Students repeat the sound */y/* with you.
3 Then show the picture on the card again and elicit: *yogurt*. Flip the card from the letter side to the picture side several times so that the students are saying: */y/… yogurt* repeatedly.
4 Repeat the previous procedure for the letter sound */w/* and the water phonics card.

1 Listen and repeat

1 Help students to find page 14. Point to the picture of the yogurt on the left-hand side of the page and ask: *What's this?* Students say the word.
2 Then point to the letter *y* on the page and say the sound: */y/*. Students repeat after you. Practice this several times.
3 Play the CD. Sing the first part of the first verse of the song to the class. Then play the second part of the verse, encouraging students to listen and repeat the */y/* sound.
4 Repeat the previous procedure with the second verse for the */w/* sound and water.



Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat with me
/y/
/y/, /y/
/y/, /y/, /y/!
/y/ yogurt
Yogurt!

Everyone listen
Listen to me
Listen and repeat
Repeat with me
/w/
/w/, /w/
/w/, /w/, /w/!
/w/ water
Water!



2 Look and circle y and w

1 Look at the pictures with the class and elicit the items: *What's this? What's that?* (*yo-yo, yellow, wash, white*). Say the words together with the class.
2 Can students find the picture which has the initial /y/ sound? Point to the yo-yo. Say the word: *yo-yo*. Say the sound: /y/. Ask: *Which word has the /y/ sound?* Give students time to think and say the words to themselves. When most students are pointing to the correct picture (yellow) say: *Yellow. Yes, /y/. Well done*.
3 Students look at the alphabet at the bottom of the page. Ask: *Which letter makes the /y/ sound?* Students find and point to the letter *y* and say: /y/.
4 Repeat the previous procedure for the letter sound /w/ and *wash*.



LESSON 6 page 15

1 Trace and copy

1 Model the letter formation for the letter *y*. With your back to the class, write a large letter *y* in the air with a finger while saying the sound /y/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Then demonstrate with one student how to write the letter on another's back, and ask all students to do this in pairs.
4 Model correct letter formation on the board.
5 Help students to find page 15. Students trace over the dotted letters *y* in the top row with a finger.
6 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
7 Students then trace the first row of letters and copy the letter *y* at the end of the row and on the second row.
8 Repeat the procedure for the letter *w*.

2 Look and say. Write y or w

1 Look at the first picture with the class and elicit what it is (yogurt).
2 Ask: *What sound does yogurt start with? (/y/)*
3 The students say: */y/, yogurt*. Then they write *y* on the lines next to the picture.
4 Repeat the previous procedure for the picture of water and the letter *w*.



Fast finishers

- Students play *Copy it* (Games Bank, page 94) in pairs to review the letters *p, g, a, k, y* and *w* and any other letters from the first term.

Consolidation game

- Play *Go to the letter* (Games Bank, page 94) with the *n/nut, y/yogurt* and *w/water* flashcards.



LESSON 7 page 16

Objectives: To identify the end sound in different words
To write simple words
To prorounce consonant blends
To recognize consonant blends in spoken words

Materials: Student's Book, pages 16 and 17
Class CD

1 Listen and circle the last letter

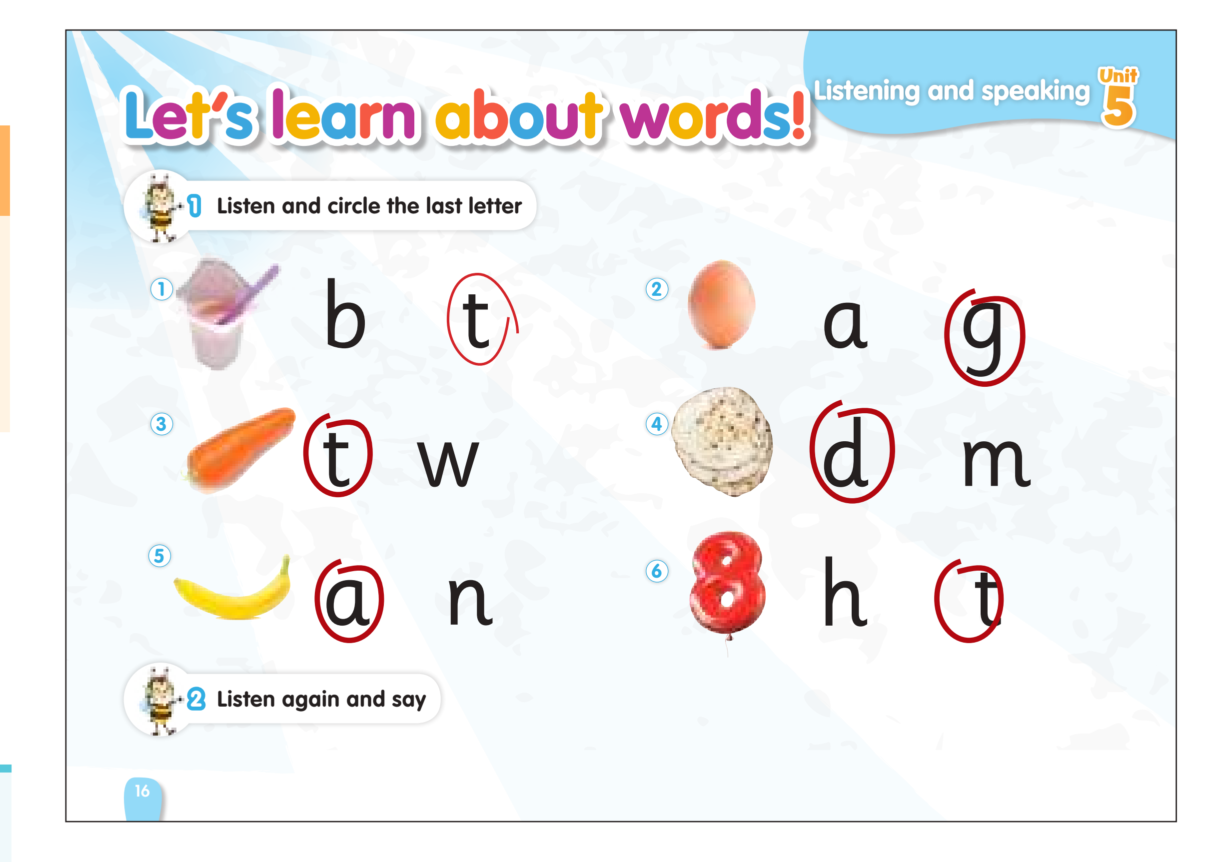
1 Help students to find page 16.
2 Point at number 1 and elicit *yogurt*.
3 Point at the two letter sounds next to yogurt and encourage the students to say: *b* and *t*.
4 Say: *Listen and circle the last letter*.
5 Play the CD and ask the students to repeat the word, stressing the last letter while saying: *yogurt*, */t/*.
6 Ask the students to circle *t*.
7 Repeat the procedure for (*egg: g, carrot: t, bread: d, banana: a, eight: t*)

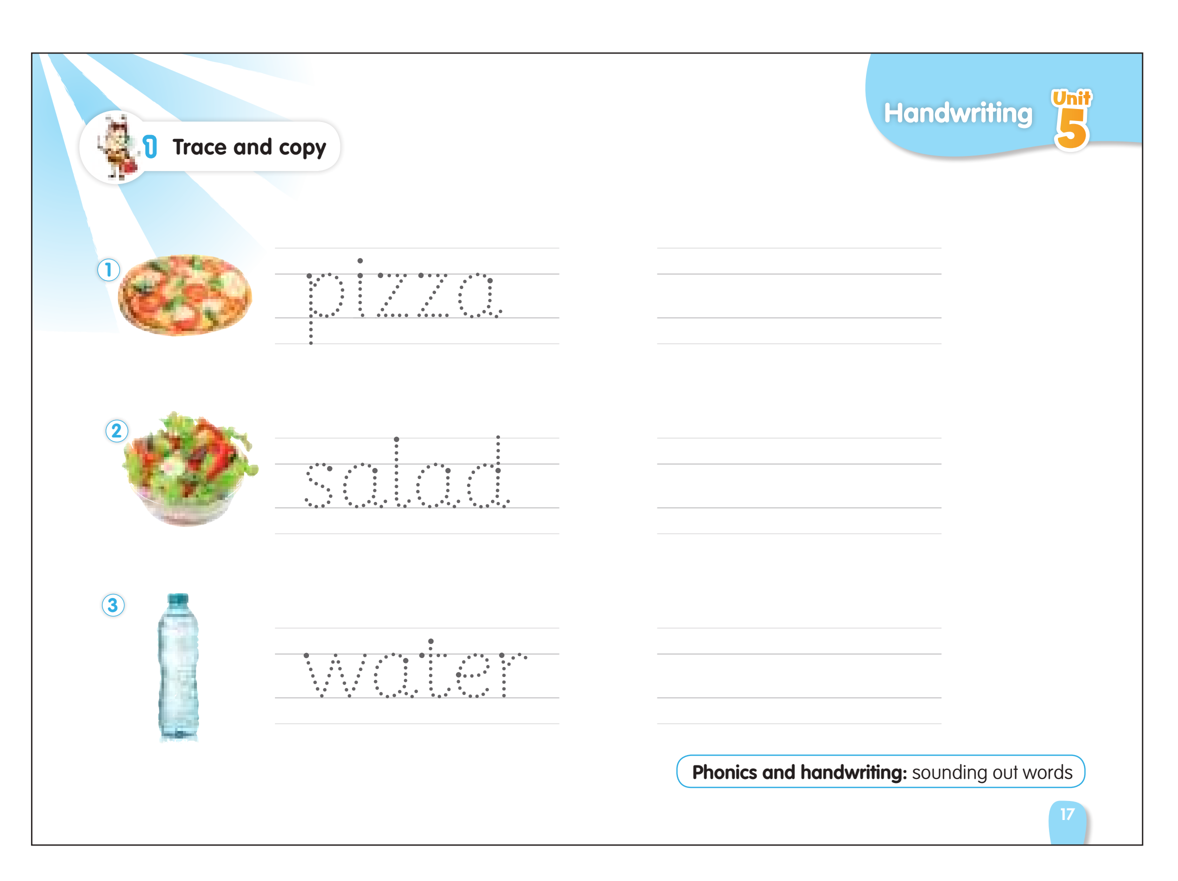
Audioscript

Narrator: *yogur**t**, eg**g**, carro**t**, brea**d**, banan**a**, eigh**t**.*

2 Listen again and say

1 Say *Listen and say*.
2 Play the CD pausing after each word for the students to repeat it.
3 Say: *yogurt*. Encourage the students to repeat several times.
4 For extra practice you can say a random word and ask the students to point at the correct picture.







LESSON 7 page 17

1 Trace and copy

1 Help students find page 17.
2 Point at number 1 and ask the students: *What's this?* Elicit: *Pizza*. Students repeat the word several times.
3 Tell students to trace the word pizza next to the picture first with a finger and then with a pencil.
4 Students then copy the word pizza on the lines.
5 Repeat the procedure for *salad* and *water*.



LESSON 8 page 18

Objectives: To practice counting to ten
To practice food vocabulary
To practice counting and matching items with the correct number

Vocabulary: *one, two, three, four, five, six, seven, eight, nine, ten; cake, ice-cream, pizza, salad, water, yogurt*

Materials: Student's Book, pages 18 and 19
Digital Toolkit
Flashcards: one, two, three, four, five, six, seven, eight, nine, ten
Phonics cards: w/water, y/yogurt
Classroom items for counting presentation, and ten coloring pencils or crayons for each student

Opener

- Revise the /y/ and /w/ sounds with the class using the y/yogurt and w/water phonics cards. Help them to find the letters *y* and *w* and the pictures for yogurt and water on Student's Book, page 14.

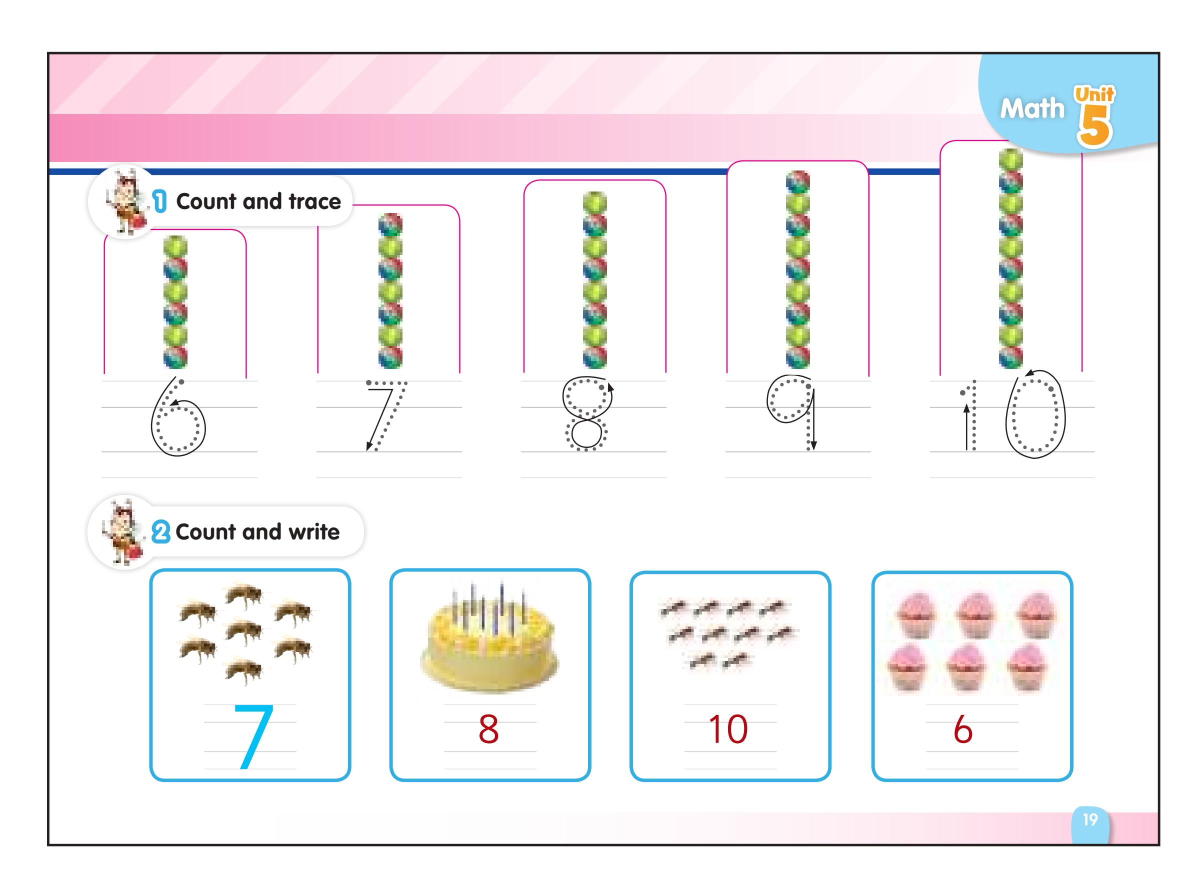
Presentation

1 Practice counting with the class using up to ten classroom items such as pencils or books, or groups of any other object. Ask if students can count the items. Ask: *How many (pencils)?* Students count the appropriate number: *One, two, three, four, five, six, seven, eight, nine, ten.*
2 Draw some simple pictures of apples on the board and ask students to count with you.
3 Play *Show me* (Games Bank, page 95). Make sure each student has ten coloring pencils or crayons. Say a number from one to ten and students show you the correct number of items.



1 Look and follow

1 Help students to find page 18. Say: *Let's say the numbers*. Students look at the numbers and say: *six, seven, eight, nine, ten*. Explain that they are going to follow the dotted lines to match each number on the left with a picture on the right.
2 Focus attention on the first cake on the right. Ask: *What color is the cake?* Say: *Well done! It's yellow*. Repeat with the other cakes. Ask them to identify their favorite cake.
3 Then ask them to point to the number six: *Point to the number six*. Follow the line. Demonstrate how to follow the orange line from the number 6 to the cake with six candles on it. Say: *How many candles? Let's count. One, two, three, four, five, six. There are six candles.*
4 Repeat the previous procedure for the numbers 7 to 10.



LESSON 8 page 19

1 Count and trace

1. Draw ten simple pictures of apples on the board, for students to practice counting. Then color in six of them and count again.
2. Help students to find page 19.
3. Point to the number 6 and elicit: *six*.
4. Say: *Now count the balls*. Students count six balls.
5. Repeat the procedure for the remaining pictures.
6. Students trace over the dotted numbers first with a finger, saying the number as they trace, and then with a pencil.

2 Count and write

1. Tell students to look at the pictures in Exercise 2. Elicit the names of the items in each picture. (bees, candles, ants, cakes)
2. Instruct students to count the number of items in each picture. Do the first one with them as an example.
3. Tell students to write the number of the items of each picture inside it. Say *Write the number*.
4. Students work individually. Check their answers as a class.
5. Monitor as the students work and help if necessary.
6. Tell the students to write the corresponding number under each picture.



LESSON 9 page 20

Objectives: To work on a project (cake)
To decorate a cake
To present your decorated cake to the class
To learn a new life skill (making a cake)

Vocabulary: *cake*

Materials: Student's Book, page 20
Digital Toolkit
Flashcards: cake ice-cream, pizza, salad, water, yogurt
For each student: a cupcake, candles
For each group of students: edible icing, sprinkles, cake decorations
A completed decorated cupcake to show the class if possible
Coloring pencils and crayons

Opener

- Play a game of *What's missing?* (Games bank, page 96) with the flashcards to review the food words.

Presentation

1. Practice counting with the class using up to ten classroom items such as pencils, books, or groups of any other object. Ask if students can count the items. Ask: *How many (pencils)?* Students count the appropriate number: *One, two, three, four, five, six, seven, eight, nine, ten.*
2. Draw some simple pictures of apples on the board and ask students to count with you.
3. Play *Show me* (Games Bank, page 95). Make sure each student has ten coloring pencils or crayons. Say a number from one to ten and students show you the correct number of items.

1 Decorate a cake

1. If you have a decorated cake, show it to the class. Say: *This is my decorated cake. Look! It's (red). It's got (two) candles on it*. Make sure each child has seen it properly by taking it around the class.
2. Help students to find page 20. Look at the pictures together with the class. Say: *Look! The children are decorating cakes. Here are the materials. I can see sprinkles and one, two, three, four candles. And here is a star, ice-cream, three balloons and a lion. Look, first they color their cake, then they decorate it. Then they add some candles and they eat it! Yummy!*
3. Explain to the class that they are going to decorate their own cakes, following the instructions in the pictures: *Now you try.*
4. Demonstrate the procedure: First students put color icing on their cupcakes. Next they decorate the cupcake with cake decorations and sprinkles. Then they choose the correct number of candles for their age and stick them on the cake. Finally. They can eat and enjoy their cupcakes.
5. Distribute the items students need to decorate their cakes. Each student needs a cupcake and some candles. Each group shares edible icing, sprinkles and cake decorations.
6. Monitor students' work. Ensure that they clean and tidy up when they finish.



2 Look and say

1. Help students to show their decorated cakes to the class. They can introduce them by saying: *This is my (cake)*. Ask: *What color is this? How many candles are there?* Encourage the class to respond: *It's (red). (Five)*
2. Students take turns to draw between one and ten candles on a piece of paper for their partner to count and say: *(Seven) candles.*

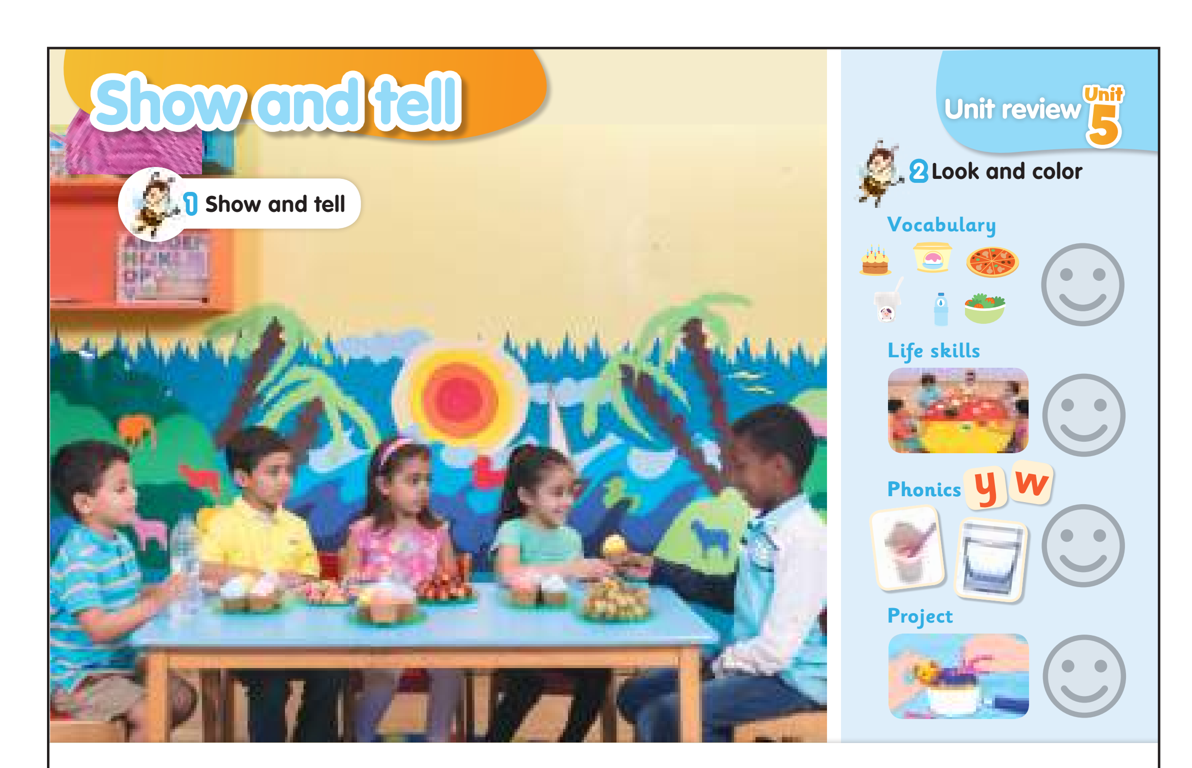
Fast finishers

- In pairs, students play *Tracing numbers* (Games Bank, page 96). One student traces a number from 6 to 10 on the back of the other student. The student says the number and then they swap roles.

Consolidation game

- Play *Point to the cards* (Games bank, page 95) with the food flashcards.







LESSON 9 page 21

Objectives: To revise the unit content
To practice asking for food items at a class party

Vocabulary: *cake ice-cream, pizza, salad, water, yogurt; one, two, three, four, five, six seven, eight, nine, ten*

Language: *Can have some (cake), please?*
Yes, here you are.

Materials: Student's Book, page 21
Class CD
Digital Toolkit
Unit 5 poster
Number poster
Flashcards: cake, ice-cream, pizza, yogurt, water, salad; one, two, three, four, five, six, seven, eight, nine, ten
Real food for a class party or toy foods
Coloring pencils or crayons

Opener

- Ask the class what they can remember from this unit. Say: *What food can you remember?* Look at the food and numbers flashcards and the unit and posters together again and revise the unit vocabulary.

1 Show and tell

1 Help students to find page 21. Look at the page with the class and explain that the children in the photograph are having a party. Say: *Let's have a party, too*.
2 Use either real food (if you have parents' permission) or toy food to set some party tables as in the photograph.
3 Encourage students to use words and phrases that they have learned as such*: Can I have some (water), please? Yes, here you are*. Remind students to be polite and to say: *Thank you.* Encourage students to try any new foods that are on the table.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Values* (if they understand about respect for diversity), *Phonics* (if they know the letter sounds /y/ and /w/) and *Project* (for their decorated cake).
2 For each category, students color the pictures if they feel they have understood the section.

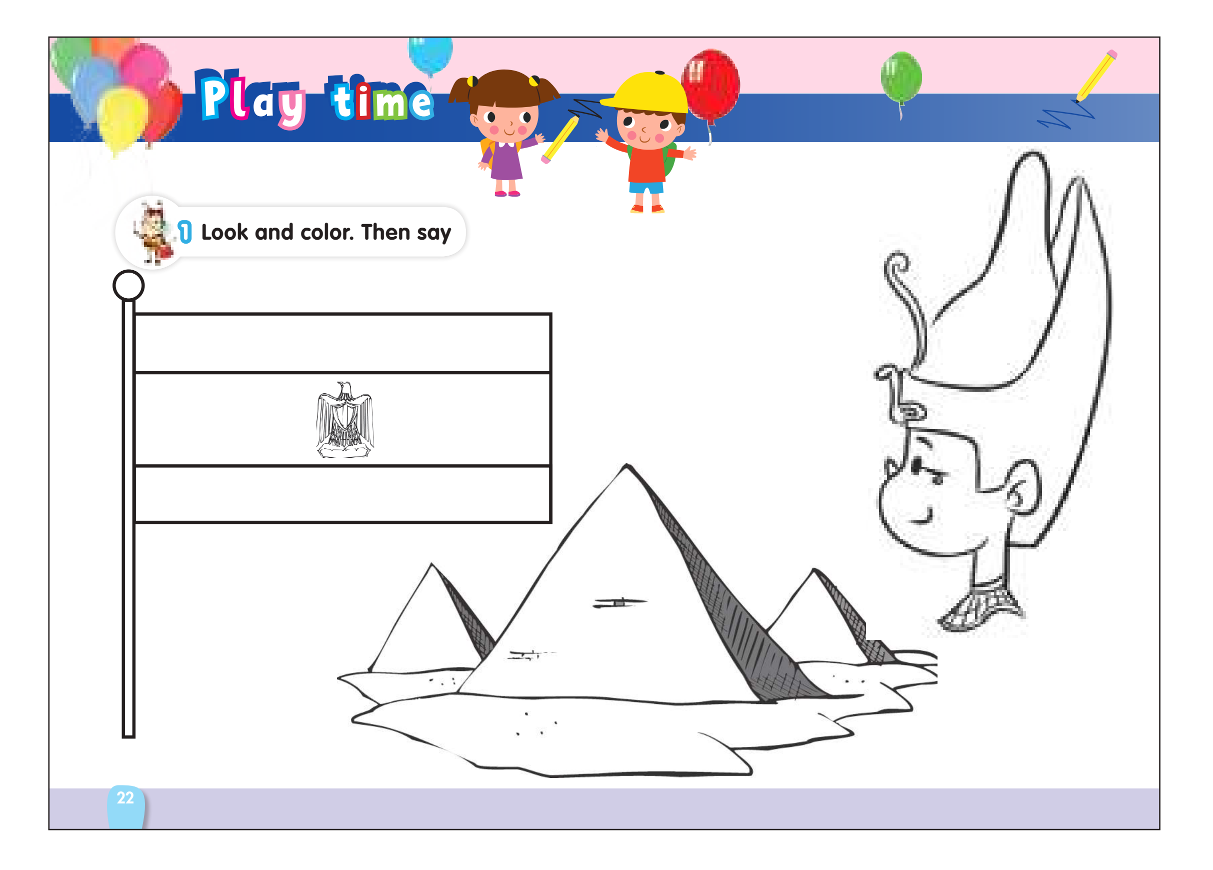
PLAY TIME page 22



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color. Then say

1 Help students find page 22 in their books.
2 Ask students to look at the pictures and explain that these are all Egyptian items.
3 Point to the flag and ask: *What is this?* Explain students reply: *Flag*.
4 Say *Well done!* and ask them if they can remember the colors of the Egyptian flag.
5 Students reply: *red, white, black and yellow*.
6 Point to the pyramids and the statue and elicit: *Pyramids and statue.*
7 Say *Well done!* and ask them to color the flag, the Pyramids and the statue.







PLAY TIME page 23



- Play time pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Read and color

1 Help to students to find page 23 in their Student's Books. Ask them to point and name the first item.
2 Point to the olives and say: *What are these?*
3 Students reply: *Olives!*
4 Say: *Well done!*
5 Ask them to point and name the remaining items.
6 Ask them to color the pictures and go around praising their efforts.

Teacher assessment

- Collect their books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

Unit 6

LESSON 1 page 24

Objectives: To use vocabulary for animals in a picture
To listen to and sing along with a song

Vocabulary: *cat, cow, duck, horse, rabbit, sheep*

Language: *There's a (cow).*

Materials: Student's Book, pages 24 and 25
Class CD
Digital Toolkit
Flashcards: cat, cow, duck, horse, rabbit, sheep
Unit 6 poster
Optional: modeling clay or plasticine, or coloring pencils and crayons, for the *Fast finishers* activity

Opener

- Play *Point to the card* (Games Bank, page 95) with the *cake, ice-cream, pizza, yogurt, water and salad* flashcards to review the vocabulary from Unit 5.
- Students can also play the game in pairs or small groups using the pictures in their books.

Presentation

1 Present and practice the new animal vocabulary: *cat, cow, duck, horse, rabbit* and *sheep*.
2 Present the new vocabulary using the flashcards. Say: *Look! Animals*. Point to the cat and say: *cat*. Students repeat several times chorally and then individually. You could choose a mime for each animal, for example, you could use your hands to mime horns for a cow, or twitch your nose for a rabbit. Encourage students to do the action for the animal as they say the word.
3 Repeat the procedure for *cow, duck, horse, rabbit*, and *sheep*.
4 Then point to each animal in turn and ask: *What is it*? Students say the words. Vary the order you point to the animals.
5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. (Don't choose the shy students at first. Let them share with others later). Point to an animal on the poster, say: *(Karim), what's this*? Help the student to say the word.



1 [CD 1.24] Listen and point

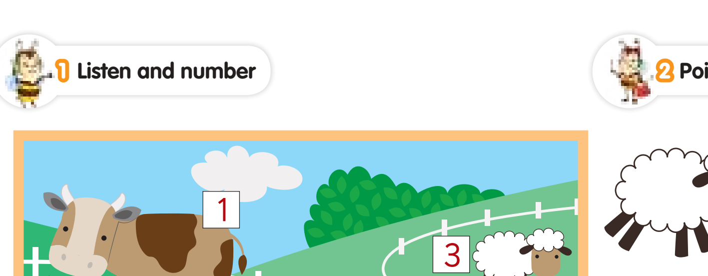
1 Help students to find page 24. Ask: *Who can you see in the picture*? (Busy Bee, Adam, Dina, Laila, Youssef and another boy) Point to a character and ask: *Who's this*?
2 Then ask students: *What animals can you see in the picture*? (cat, cow, duck, horse, rabbit, sheep) Point to an animal and ask: *What is it*? Say: *There is a (cow)*, for students to repeat. Ask them to tell you anything else they see in the picture (T-shirt, sweater, blue, yellow, green, red).
3 Say: *The children are at a farm*. You can touch and feed the animals. Point to Dina and Laila, who are feeding the animals.
4 Say: *Listen and point*. Play the song. For each verse, students point to the corresponding animal in the picture.



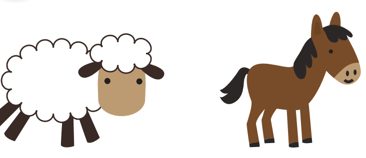
Vocabulary Unit 6

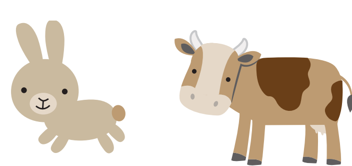
1 Listen and number

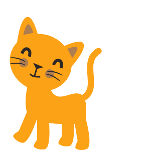
2 Point and say

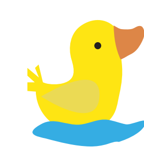












Vocabulary: *cat, cow, duck, horse, rabbit, sheep*

25

Audioscript

At the farm,
There's a duck.
Quack-quack-quack!
At the farm,
There's a horse.
Neigh-neigh-neigh!
At the farm,
There's a sheep.
Baa-baa-baa!

At the farm,
There's a cat.
Miaow-miaow-miaow!
At the farm,
There's a cow.
Moo-moo-moo!
At the farm,
There's a rabbit.
Thump-thump-thump!

2  [CD 1.25] Sing

1 Display the animal flashcards. Make one of the animal sounds (*miaow*). Ask: *What's that*? Encourage children to point to the flashcard of the (cat) and to reply: *It's a (cat)*. Repeat with the other animals.
2 Say: *Listen and sing*. Play the song again on the next track for the karaoke version. Encourage students to do the action for each animal as they hear it mentioned. They can also begin to make the animal sounds. Students gradually sing along with the song as much as they are able. Point to each animal as each verse is sung, make the noises and do the actions with the class each time.
3 When students are able, play the version of the song without words. Students sing as much as they can and make the animal noises.

LESSON 1 page 25

1 Listen and number

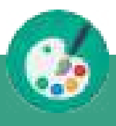
1 Help students to find page 25.
2 Focus attention on the big picture on the left.
3 Say: *Listen and number*. Play the CD. Pause after each animal sound. Students find the animal in the picture.
4 Play the CD again. Ask the students to number the animals as they hear them.
5 For further practice, students can also work in pairs to talk about their pictures to their partner. Students take it in turns to point and say: *There's a (cat).*

Audioscript

1 There's a cow. [mooing] *2 There's a duck. [quacking]* *3 There's a sheep. [baaing]*
4 There's a cat. [miaowing] *5 There's a horse. [neighing]* *6 There's a rabbit. [thumping]*

2 [CD 1.26] Point and say

1 Use the small pictures on the right-hand side of the page to elicit the words: *sheep, horse, rabbit, cow, cat, duck*.
2 Then say: *Now listen, point and say*. Play the CD, pausing after each animal sound for students to point to the correct picture and repeat the phrase.
3 Students then point to the pictures again and say: *sheep, horse, rabbit, cow, cat, duck*.



Fast finishers

- Students can either make a model using modeling clay or plasticine, or draw and color a picture, of a cat, cow, duck, horse, rabbit or sheep. You can make these into a classroom display or book and use it to practice the animals.

Consolidation game

- Play *Memory* (Games Bank, page 95) using the animals flashcards.

Unit 6

LESSON 2 pages 26-27

Objectives: To identify vocabulary for animals in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new value (respecting animals)
To solve a problem

Vocabulary: *cat, cow, duck, horse, rabbit, sheep*

Language: *There's a (cow). Let's feed the (cow).*

Materials: Student's Book, pages 26 - 27
Class CD
Digital Toolkit
Flashcards: cat, cow, duck, horse, rabbit, sheep
Unit 6 poster
Coloring pencils or crayons for each child
Optional: soft balls for the consolidation game, one per pair
Optional: cut-out outlines of apples for the *Fast finishers* activity

Opener

- Revise the vocabulary for animals with the class using either the poster or the flashcards.
- Play the song from Lesson 1, page 24 again with the class and ask students to do the actions for the animals and sing along with the song as much as they can.



1 [CD 1.27] Listen and point

1 Help students to find page 26. Look at the story frames with the class. Elicit who they can see in the pictures (Adam, Dina and their mommy and daddy). Ask: *What animals can you see in the pictures*? (cat, cow, duck, horse, rabbit, sheep) Ask: *What are Dina and Adam doing*? (Adam and Dina are at the farm feeding the animals.) Point to the basket Dina is holding in frame 1 and ask: *What food has Dina got*? (apples) *How many apples are there*? (four).
2 Say: *Listen and point*. Play the CD from frames 1–4. Students listen and point to each animal as they hear it.





LESSON 2 pages 26-27

1 Ask students to predict what happens in the story. Ask students for their guesses. You might want to focus students on frame 4 and say: *Dina looks sad and confused. What's wrong? Why do you think Dina is confused?* (There are no apples left in her basket.)

2 After the end of frame 4, pause the CD. Look at the picture of Dina with the class. Ask: *Do you know which animal has taken the red apples from the basket? How can Busy Bee help?* What do students think? Encourage students to share.

Audioscript

1 Adam:	*Look! There's a cow. Let's feed the cow.*
2 Dina:	*Look! There's a sheep. Let's feed the sheep.*
3 Dina:	*Look, There's a horse. Let's feed the horse.*
4 Dina:	*Oh no! Where are my apples?*
	Duck, Cat! What is it?
Busy Bee:	*Dina! Look!*

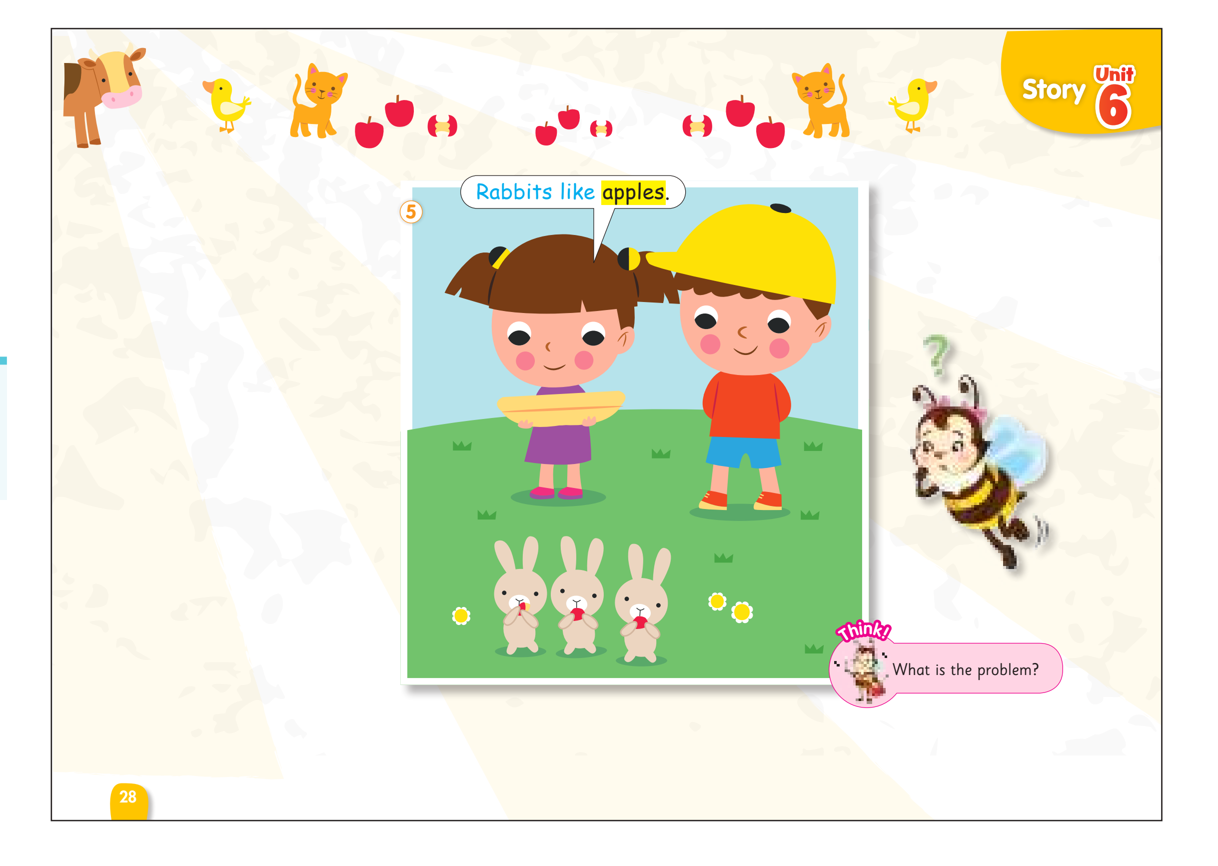


LESSON 2 pages 28-29

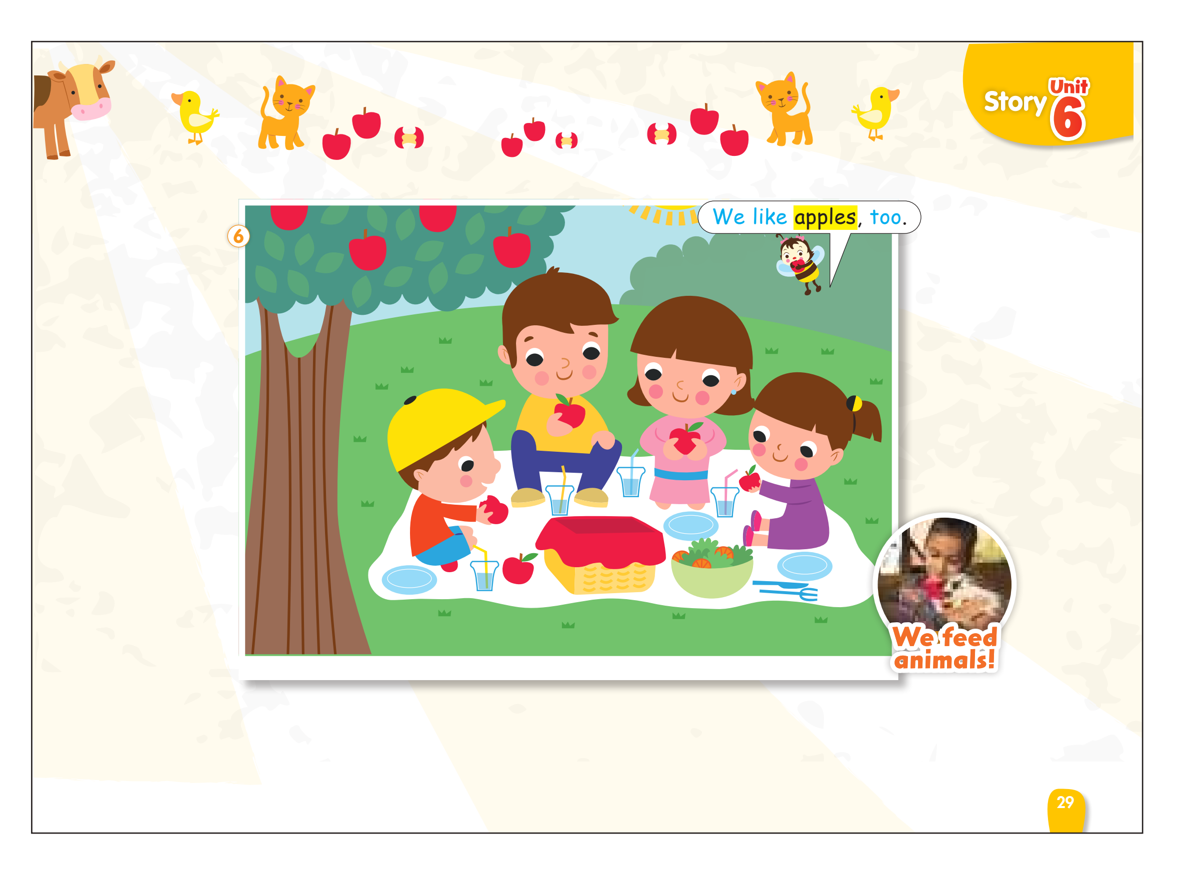
1 Continue playing the story. Were students' predictions correct? (The rabbits ate the apples. Busy Bee shows Dina and her family the apple tree, so that they can get some apples for their picnic).

Audioscript

5 **Dina:** *Look, the rabbits like apples!*
6 **Busy Bee:** *We like apples, too!*







LESSON 2 pages 28-29

1 Play the story again. Students listen, point to each frame and join in with any words they can.
2 You could also play the CD and pause before each animal word, point to the animal in the book and ask students to complete the sentences.

We feed animals!

- Look at the photograph with the class. Ask: *What can you see? (*The girl is feeding a rabbit.) Do students help to feed any animals at school or home? Discuss how this is an important way to care for animals around us.

Unit 6

LESSON 3 page 30

Objectives: To identify vocabulary for animals in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To listen to and arrange a picture story
To use drawings to narrate very short events

Vocabulary: *cat, cow, duck, horse, rabbit, sheep*

Language: *There's a (cow). Let's feed the (cow).*

Materials: Student's Book, pages 30 - 31
Class CD
Digital Toolkit
Flashcards: cat, cow, duck, horse, rabbit, sheep
Unit 6 poster
Scissors, glue, coloring pencils or crayons for each child
Optional: soft balls for the consolidation game, one per pair
Optional: cut-out outlines of apples for the *Fast finishers* activity

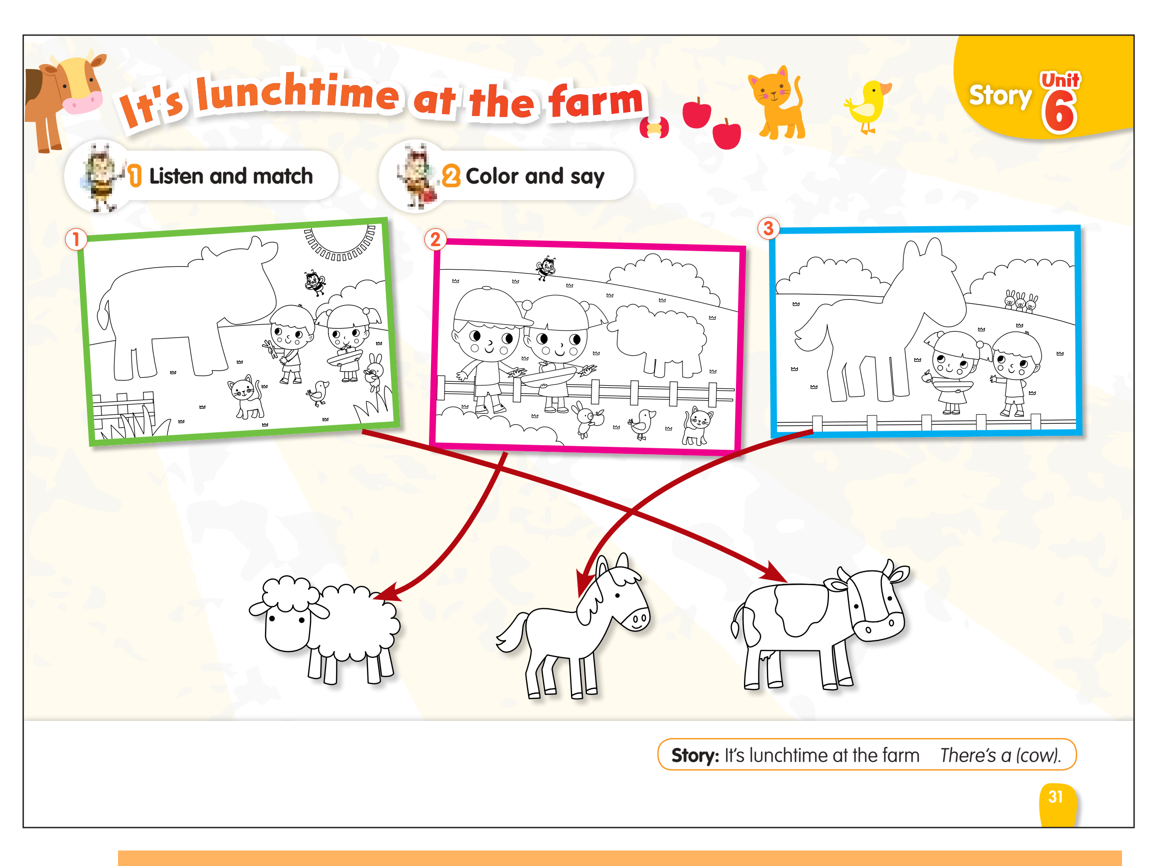
1 [CD 2.15] Listen, cut and stick

1 Help students to find the Unit 6 cut-outs at the back of their books.
2 Help students to find page 30. Say: *Listen and choose*. Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.
3 Say: *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order.

Audioscript

1 Adam: *Look! There's a cow. Let's feed the cow.*
2 Dina: *Look! There's a sheep. Let's feed the sheep.*
3 Dina: *Look, There's a horse. Let's feed the horse.*
4 Dina: *Oh no! Where are my apples?*
Duck, Cat! What is it?
Busy Bee: *Dina! Look!*
5 Dina: *Look, the rabbits like apples!*
6 Busy Bee: *We like apples, too!*





LESSON 3 page 31

1 [CD 1.28] Listen and match

1 Help students to find page 31. Use the pictures to elicit the animal words: *cat, cow, duck, horse, rabbit, sheep*.
2 Point to picture 1 and the missing section. Explain that students are going to listen and find the missing piece of the picture, from the three smaller pictures below. Say: *Listen and match*.
3 Play the first section of the CD. Students listen and find the correct piece to complete the picture. They draw a line to match the big picture with its missing animal below.
4 Repeat for pictures 2 and 3.
5 When students have matched all the pictures, play the CD again for students to listen, point and join in as much as they can.

Audioscript

1 Adam: *Look! There's a cow. Let's feed the cow.*
2 Dina: *Look! There's a sheep. Let's feed the sheep.*
3 Dina: *Look! There's a horse. Let's feed the horse.*

2 Color and say

1 Tell students they are going to color the pictures. Say: *Now color*.
2 Students work carefully to color the pictures as neatly as they can.
3 Circulate, asking individual children: *What is there at the farm?*



Fast finishers

- Give students a cut-out of an apple. Ask them to color it red like the ones in the story.
- In pairs, they can take turns to pretend to be one of the animals from the story by miming and making the animal sound while their partner acts feeding them with the apples.
- They can also use the apples to practice counting from one to eight in groups.

Consolidation game

- Play *Catch and say* (Games Bank, page 94). In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of an animal from the unit.

Unit 6

LESSON 4 page 32

Objectives: To use vocabulary for animals
To reinforce the importance of caring for animals
To sing a song about caring for animals

Vocabulary: *cat, horse, rabbit*

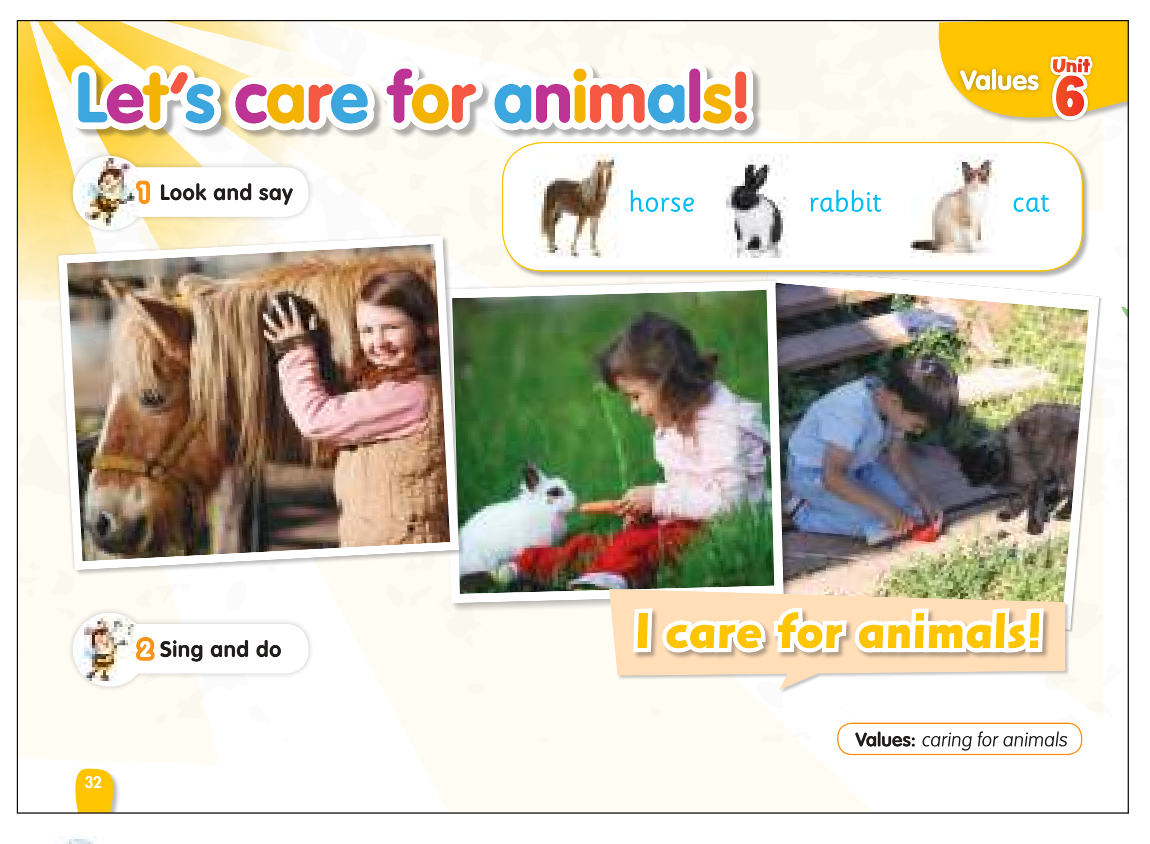
Materials: Student's Book pages 32 and 33
Class CD
Digital Toolkit
Flashcards: cat, cow, duck, horse, rabbit, sheep
Optional: toy animals, toy food, blocks, etc, for the *Fast finishers* activity

Opener

- Play *Guess the picture* (Games Bank, page 95) with the animals.
- Play the story from Lesson 2 again with the class. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Introduce the concept of caring for animals with the class. Use the pictures on pages 26 and 27 to discuss how Dina and Adam cared for the animals by feeding them apples in the story. Do students care for any animals? Can they think of examples of when they have cared for an animal? Is it good to care for animals? Why? Encourage various answers.
2 Help students to find page 32. Point to the photos at the top of the page (horse, rabbit and cat). Point to the photo of the horse and say: *horse*. Students repeat after you. Repeat for the *rabbit* and the *cat*.
3 Say: *Now find*. Ask students to look and find the animals in the bigger photos below. They can say the words together. Students say the word: *horse* and point to the horse in the first photo of the girl brushing the horse. They say: *rabbit* and point to the picture of the girl feeding the rabbit a carrot in the second picture, and finally they say: *cat* and point to the picture of the boy giving a cat a bowl of water.



2 [CD 1.29] Sing and do

1 Display the flashcards of the *horse, rabbit* and *cat* in the order they appear in the song on the board. Encourage the children to mime the animals.
2 Play the song on the CD. Students listen and point to each picture as each word is mentioned.
3 Students listen to the song again, and do a mime for each verse. They make up an action for each verse, using the photos as prompts.
4 Gradually, students then sing along with the song. They do the actions as they sing.

Audioscript

I care for animals.
I brush the horse every day.
Look at me.
I care for animals.
I feed my rabbit twice a day.
Look at me.
I care for animals.
I feed my cat twice a day.
Look at me.

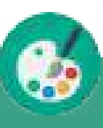




LESSON 4 page 33

1 Draw what each animal needs

1. Help students to find page 33. Look at the first picture on the page and elicit the word: *cow*. Students point to the picture and say: *cow*.
2. Remind students of the importance of caring for animals. Then point to the box below the cow and tell students they need to choose an item that the cow needs in order for it to be cared for, and draw that item in the box. You could brainstorm ideas with the class. Encourage children to think about what a cow might eat or drink or where it might live. (grass, water)
3. Then they draw the item the cow needs in the box.
4. Students repeat the procedure for the pictures of the duck (corn, oats) and the sheep (wheat, grass).



Fast finishers

- Make toy animals, blocks and toy foods, etc. available. Students can find ways to look after each animal by building shelters, enclosures, ponds, giving them food, etc.

Consolidation game

- Play *Word whispers* (Games Bank, page 96) with the *cat, cow, duck, horse, rabbit* and *sheep* flashcards. In groups, students stand in a line. Show the first student in the line the cat flashcard, without letting the rest of the group see. The first student whispers: *cat* to the next in line, until the student at the end of the line says the word. Students look and see if this matches the picture the student was shown. If it matches, they all say the word together.

LESSON 4 page 34

Objectives: To use vocabulary for saying where an animal is
To listen to and practice sentences in pairs

Vocabulary: *cat, cow, duck, horse, rabbit, sheep*

Language: *There's a (horse).*

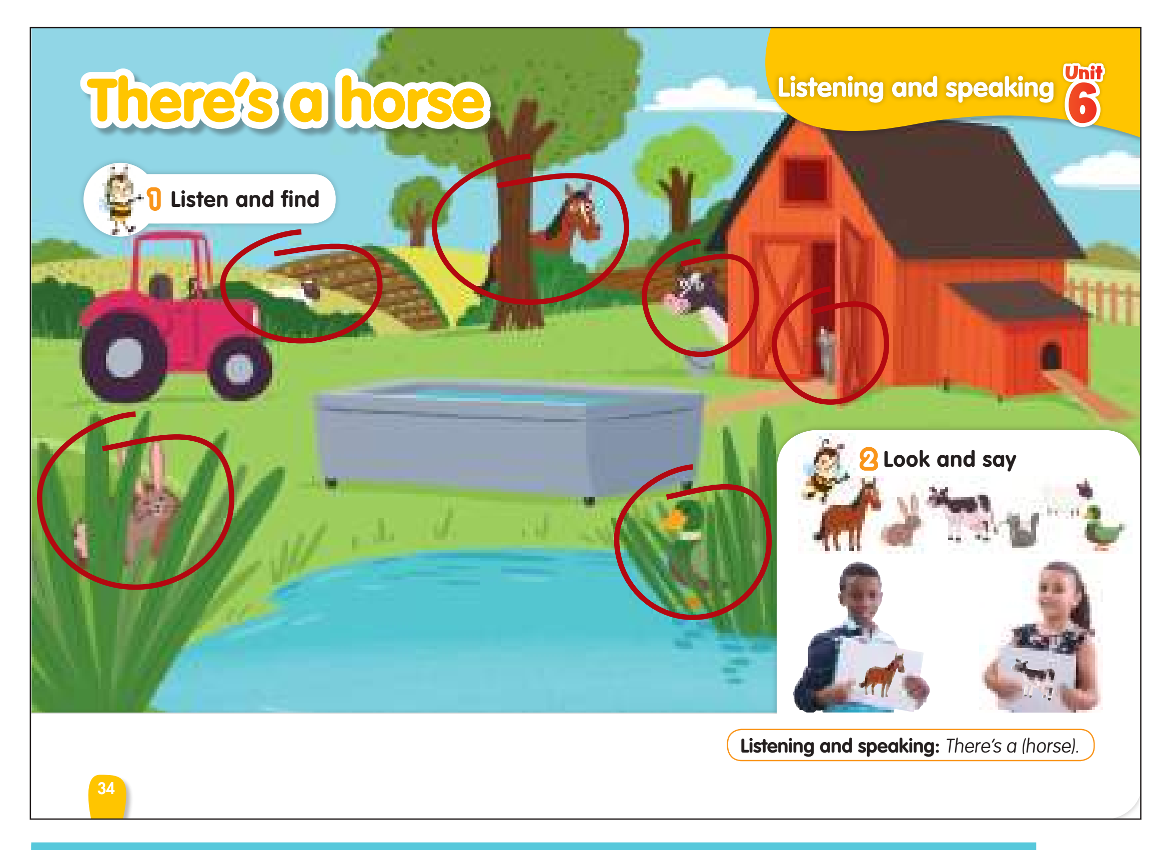
Materials: Student's Book, pages 34 and 35
Class CD
Digital Toolkit
Unit 6 poster
Flashcards: cat, cow, duck, horse, rabbit, sheep; six, seven, eight
Coloring pencils or crayons
Optional: toy animals for the *Fast finishers* activity

Opener

- Use the Unit 6 poster or the flashcards to revise the animals.
- Play the *I care for animals* song from Lesson 3 with the class and students sing along and mime any actions they can.

1 [CD 1.30] Listen and find

1. Help students to find page 34. Look at the picture with the class. Ask: *What can you see?* There are some hidden animals in the picture.
2. Say: *Listen and point*. Play the CD to the class, pausing after each line so that students have time to find the animal they have heard.
3. Play the CD again for students to listen and point for each sentence. Ask them to circle the animal they hear on the CD.
4. When all animals have been circled, say: *Let's count the animals*. (six) Students look at the picture and count the animals.



Audioscript

Boy 1: *There's a horse.*
Boy 2: *There's a duck.*
Boy 1: *There's a cow.*
Boy 2: *There's a cat.*
Boy 1: *There's a rabbit.*
Boy 2: *There's a sheep.*

2 Look and say

1. Say: *Let's look and say*! Point to the picture of the scene. Encourage students to point to and name the different animals they can see. Say: *There's a (rabbit)*. Students point to the *rabbit* and say: *rabbit*. Congratulate students. Say: *Well done!*
2. Play one of the sentences again to the class. Ask students to point to the animal they hear and to repeat the sentence.



3 Students work in pairs to take turns pointing to an animal in their book and saying: *There's a (cat)*.
4 Confident students can demonstrate their sentences in front of the class using the flashcards as prompts.

LESSON 4 page 35

1 Follow and match

1 Help students to find page 35. Use the pictures to elicit the animal words: *What animals can you see?* (cat, cow, duck, horse, rabbit, sheep) Encourage students to respond: *There's a (horse)*.
2 Focus attention on the baby animals on the left-hand side of the page. Explain that they are the baby animals: *Look! Baby animals*. Students need to help the babies get to their parents by following the paths from each baby animal to the correct parent animal.
3 Work with the class on the kitten and cat as an example. Point to the picture of the kitten on the left. Ask students to trace the green line from the kitten to the cat with a finger. Make sure students are tracing the line from left to right.
4 Students repeat the previous procedure for the other animals.

Fast finishers



- If you have toy animals, students can play with them in pairs, and say: *There's a (horse)*. Alternatively, they could use any drawings or models of animals that they have previously made in the unit.

Consolidation game

- Play *Point to the card* (Games Bank, page 95) with the animal flashcards.

Unit 6

LESSON 5 page 36

Objectives: To recognize the letter sounds /n/ and /z/
To find words with the /n/ and /z/ sounds
To trace and copy the letters *n* and *z*

Vocabulary: *nut, nose, nest, zoo, zebra*

Materials: Student's Book, page 54 and 55
Class CD
Digital Toolkit
Unit 6 poster
Phonics cards: n/nose, n/nut, n/nest, z/zoo, z/zebra

Presentation – letter sounds /n/ and /z/

1 Show the picture on the *n/nut* phonics card and ask: *What's this?* Elicit: *nut*. Then say: *nut*. Students repeat after you.
2 Show the letter side of the phonics card and say: /n/. Students repeat the sound /n/ with you.
3 Then show the picture on the card again and elicit: *nut*. Flip the card from the letter side to the picture side several times so that students are saying: /n/ … *nut* repeatedly.
4 Repeat for the *z/zoo* phonics card and the letter sound /z/.

1 [CD 1.31] Listen and repeat

1 Help students to find page 36. Point to the picture of the nut on the left-hand side of the page and ask: *What's this?* Students say the word.
2 Then point to the letter *n* on the page and say the sound: /n/. Students repeat after you. Practice this several times.
3 Repeat for the picture of the *zoo* and the letter sound /z/.
4 Play the CD to the class. Sing the first part of the first verse of the song to the class. Then play the second part of the first verse, encouraging students to listen and repeat the /n/ sound.
5 Repeat with the second verse for the /z/ sound and *zoo*.



Audioscript

Everyone listen.	*Everyone listen.*
Listen to me.	*Listen to me.*
Listen and repeat.	*Listen and repeat.*
Repeat with me.	*Repeat with me.*
/n/	*/z/*
/n/, /n/	*/z/, /z/*
/n/, /n/, /n/!	*/z/, /z/, /z/ !*
/n/ nut	*/z/ zoo*
Nut!	*Zoo!*





2 Look and find *n* and *z*

1 Look at the pictures with the class and elicit the items: *What's this?* (nose, nest, zebra) Say the words together with the class.
2 Can students find the picture which has the initial /n/ sound? Point to the *nest*. Say the word: *nest*. Say the sound: */n/*. Repeat for each item saying */n/ zebra?* encourage students to shake their heads saying *no*. Leave the *nose* until last. Say: *Yes, /n/. Nose, /n/*.
3 Students look at the alphabet at the bottom of the page. Ask: *Which letter makes the /n/ sound?* Students find and point to the letter *n* and say: */n/*.
4 Repeat the previous procedure for the letter sound */z/, zebra and zoo*.

LESSON 5 page 37

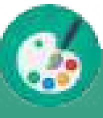
1 Trace and copy

1 Model the letter formation for the letter *n*. With your back to the class, write a large letter *n* in the air with a finger while saying the sound */n/*, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Then demonstrate with one student how to write the letter on another's back, and ask all students to do this with shoulder partners.
4 Then model the correct letter formation on the board.
5 Help students find page 37. Students trace over the dotted letters *n* in the top row with a finger.
6 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
7 Students then trace the letters *n* on the first row with a pencil and copy the letter *n* at the end of the row.
8 Repeat the procedure for the letter *z*.

2 Look and say. Write n or z

1 Look at the first picture with the children and elicit the word: *What is this?* (nut).
2 Ask students to tell you the sound that nut starts with: *What sound does nut start with?*
3 Students say: */n/, nut*. Then they write *n* under the picture using the lines to guide them.
4 Repeat the previous procedure for the pictures of *zoo* and *z* and of *nose* and *n*.

Fast finishers



- Students can make an *n* or z poster to be displayed on the wall. They write a large *n* or *z* on the page and draw a picture to match the initial letter sound (nine, nut, nose, zoo).
- Add these to the phonics display or class phonics book if you have started one.

Consolidation game

- Play *Missing sound* (Games Bank, page 95). Put the *y/yogurt, w/water, ks/six, n/nut, z/zoo* phonics cards on the board and use them to elicit: */y/, /w/, /n/ and /z/*. Point to each card in turn and ask students to say the sound. Then ask students to close their eyes. Take one phonics card away, ask: What's missing? Students tell you the missing sound.

Unit 6

LESSON 6 page 38

Objectives: To count syllables in words
To sort words into groups according to the number of syllables that they have
To arrange words to create a sentence
To combine syllables to form words
To sort words into their basic categories in order to demonstrate understanding of a concept

Materials: Student's Book, pages 38
Class CD

Opener

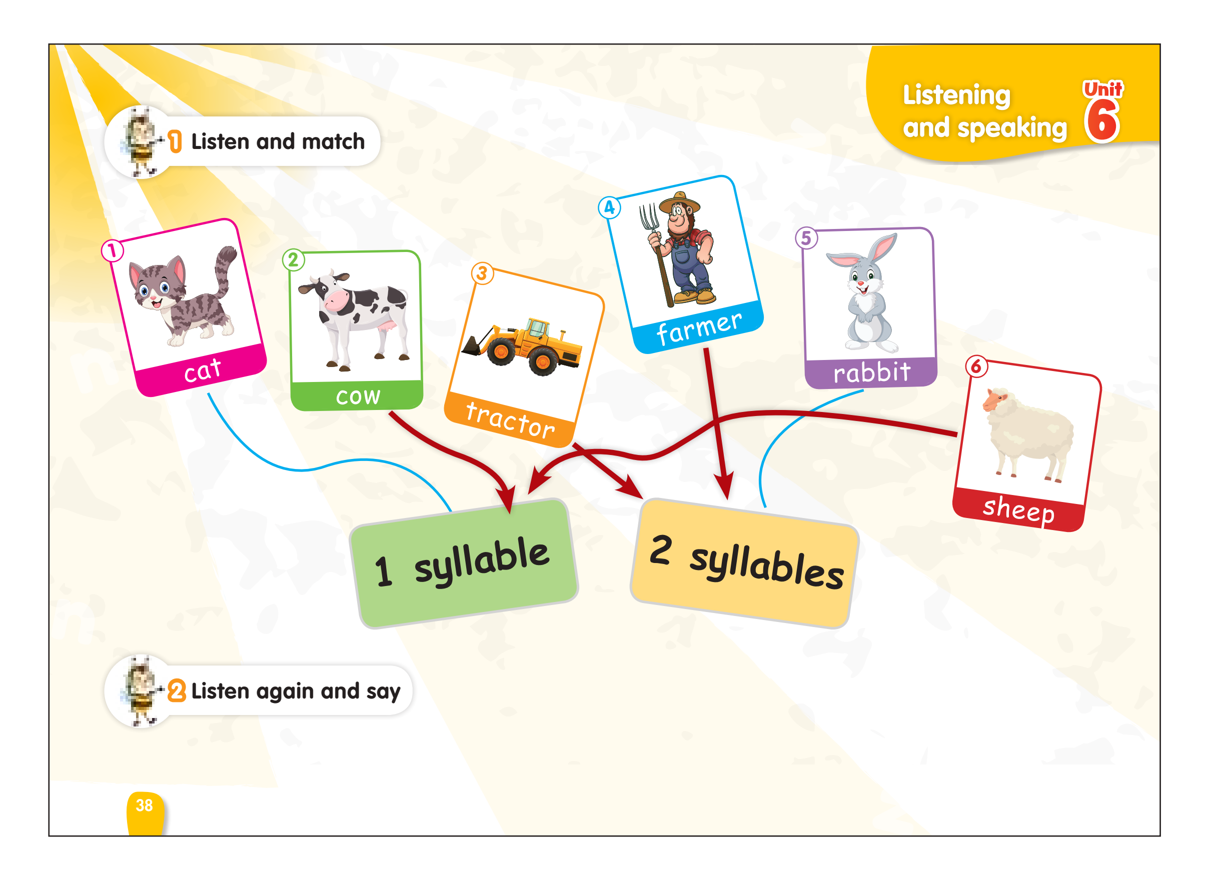
- Welcome the children with a smile and say: *Hello!* Encourage the children to say: *Hello!* back to you.
- Revise the vocabulary for farm animals, using the flashcards.
- Play a game *What's missing* (Games bank, page 96) to practise the vocabulary again and reinforce it.

Presentation

1 Ask students to open their books.
2 Point to each of the pictures in exercise 1. Ask: *What is it?* Teach tractor and farmer. Check that students understand these words. Ask them where a farmer works. Ask them what a tractor does.
3 Review the character names: Adam, Dina, Laila and Youssef. Say each of the names slowly, counting the syllables on your fingers, A-dam, Di-na, Lai-la, You-ssef. Encourage students to copy you. Each of these names has two syllables.
4 Continue the exercise with other known words, and introduce words with just 1 syllable (ball, book, car, doll, etc.). Encourage students to identify the difference between 1 and 2 syllable words.

1 Listen and match

1 Point to the first picture and ask: *What is this?*
2 When students say cat, ask them if it has 1 syllable or 2 syllables. Show them that the word is connected to the box which says '1 syllable'.
3 Tell the class that you will play the CD one word at a time. They should listen carefully and join the word to the correct box according to the number of syllables in the word.
4 Play the CD. Stop after each word to allow students to complete the task.
5 Play the CD again so that students can check their own answers.



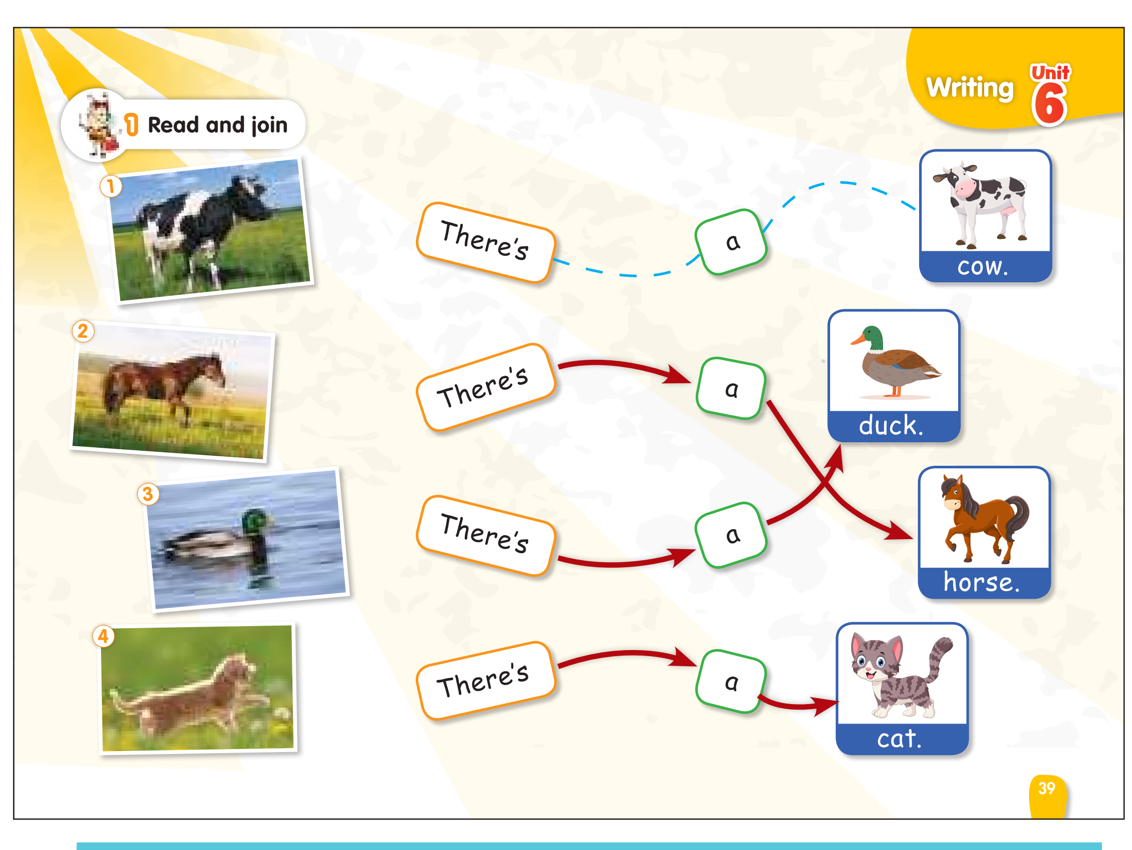
6 Then play one more time and check answers as a class. Count the syllables of each word on your fingers and encourage students to do the same.

Audioscript

cat, cow, tractor, farmer, rabbit, sheep

2 [CD 1.4] Listen again and say

1 Hold up a book.
2 Say: *Listen again and say.* Play the CD, one word at a time. Students should repeat the words and count the syllables on their fingers.



Audioscript

cat, cow, tractor, farmer, rabbit, sheep

LESSON 6 page 39

1 Read and join

1 Look back at lesson 1 of unit 6. Help students to find the page. Ask *What's on the farm?*
2 Elicit the names of the animals and encourage students to answer in full sentences (There's a cow. There's a sheep. etc.)
3 Write the sentence: *(There's a sheep)* on the board. Read the sentence to the class and circle each word as you say it.
4 Repeat for: *There's a cow*.
5 Help students find page 39. Explain that students should look at the picture on the left, and then connect the words to create each sentence.
6 Allow students time to work on this. Walk around the class as they work and help as necessary. Note that there are different ways to join the words, so the important thing is that all the sentences make sense. Students may have different answers from their partner, but they could both be correct.

Fast finishers



- Encourage students to help each other and check their answers with their shoulder partner.

Consolidation game

- Play *Word whispers* (Games Bank, page 96) to revise animal and farm vocabulary. Include tractor and farmer to revise those new words.

Unit 6

LESSON 7 page 40

Objectives: To work on a project
To make a model of animals in a barn
To present your model to the class
To revise the unit content

Vocabulary: *cat, cow, duck, horse, rabbit, sheep*

Language: *There's a (cow).*

Materials: Student's Book, pages 40 and 41
Class CD
Digital Toolkit
Flashcards: cat, cow, duck, horse, rabbit, sheep
Unit 6 cut-outs
Crayons or colored pencils, scissors and glue
A completed model to show the class if possible

Opener

- Play *Go to the card* (Games Bank, page 94). Place the *cat, cow, duck, horse, rabbit and sheep* flashcards in different corners of the room. Ask the children to move around the room to music. When the music stops students go to one of the cards before you count to three. Without looking, say one of the animals. The students beside that animal win that round. Play several times, making sure you use every animal.

1 Make a model of animals in a barn

1 If you have made a model of animals in a barn, show this to the class. Say: *This is a model of animals in a barn. Look! There is a horse and a cow and a sheep*. Make sure each child has seen it properly by taking it around the class.
2 Help students to find page 40. Look at the pictures together with the class. Say: *Look! The children are making models of animals in a barn. Here are the materials. They are making the barn. They are coloring the animals. They are putting the animals in the barn.*
3 Explain to the class that they are going to make their own models of animals in a barn, following the instructions in the pictures: *Now you try*.
4 First, help students to find the cut-out barn and the strips of animals in the back of their books. Students cut out the barn. Then ask the students to color in the animals. Ask students about the colors they use, and which is their favorite animal. Next show students how to attach the strip to the barn and how to pull it back and forth.

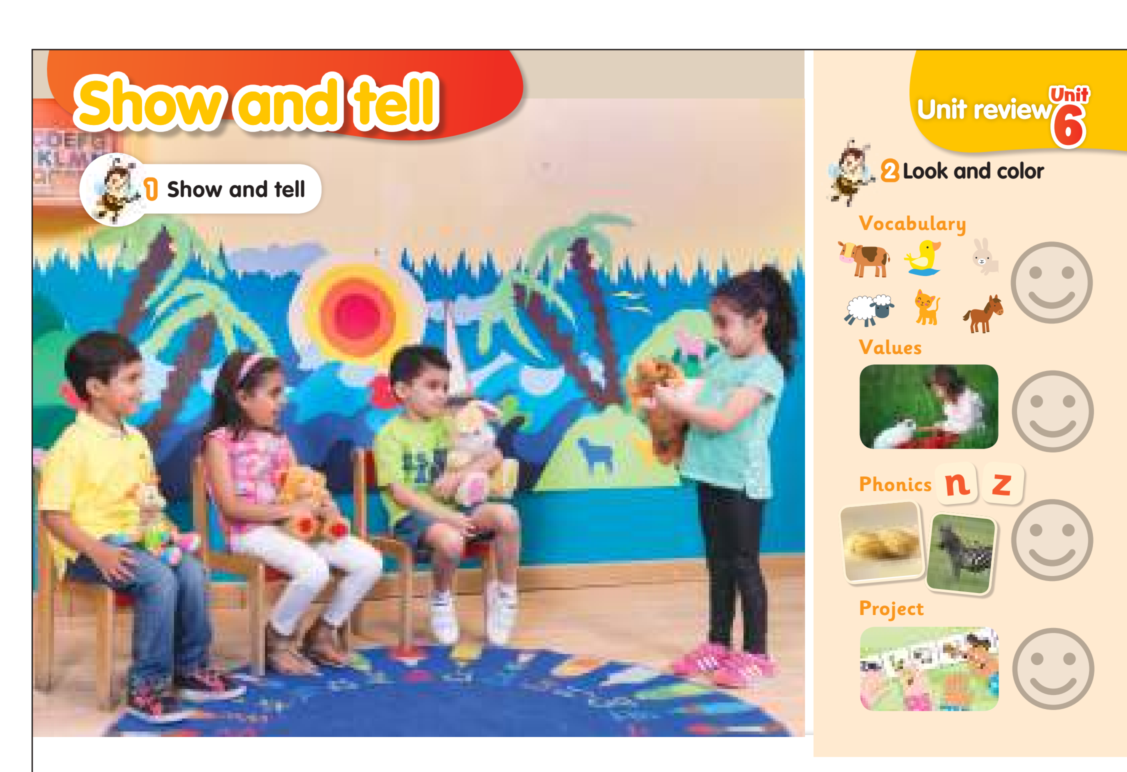


5 Monitor students' work. Ensure that they clean and tidy up when they finish.

2 Look and say

1 Help students to show their models to the class. They can introduce them, pointing to each animal and saying: *There's a (cow),* as they pull the strip through the barn doors. Praise students and motivate others to share.
2 With more confident students, point to one of the animals and ask: *What's that?* Encourage them to answer: *It's a (duck).*





LESSON 7 page 41

1 Show and tell

1 Make sure students have their animal soft toys from home with them. Place these on your table.
2 Help students to find page 41. Look at the page with the class, and explain that the girl in the photograph is talking about her toy animal with the class. Ask: *What animal is it?* (A sheep)
3 Say: *Let's talk about our toy animals.*
4 Choose a soft toy and invite the student who brought it in to come to the front. Ask: *What is this, (name)?*
5 Encourage students to show their toy and say: *It's a (rabbit)*. Help with any vocabulary of animals that they have not covered yet. They could do an action or a sound for their animal too.



2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Values* (if they understand about caring for animals), *Phonics* (if they know the letter sounds /n/ and /z/) and *Project* (for their model barn).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.



Fast finishers

- In pairs, students play with their model barn. They can talk about the animals, saying: *It's a (duck). It's (yellow).*

Consolidation game

- Play *Mime it* (Games Bank, page 95) in pairs to review the animal words. Demonstrate with a student first.



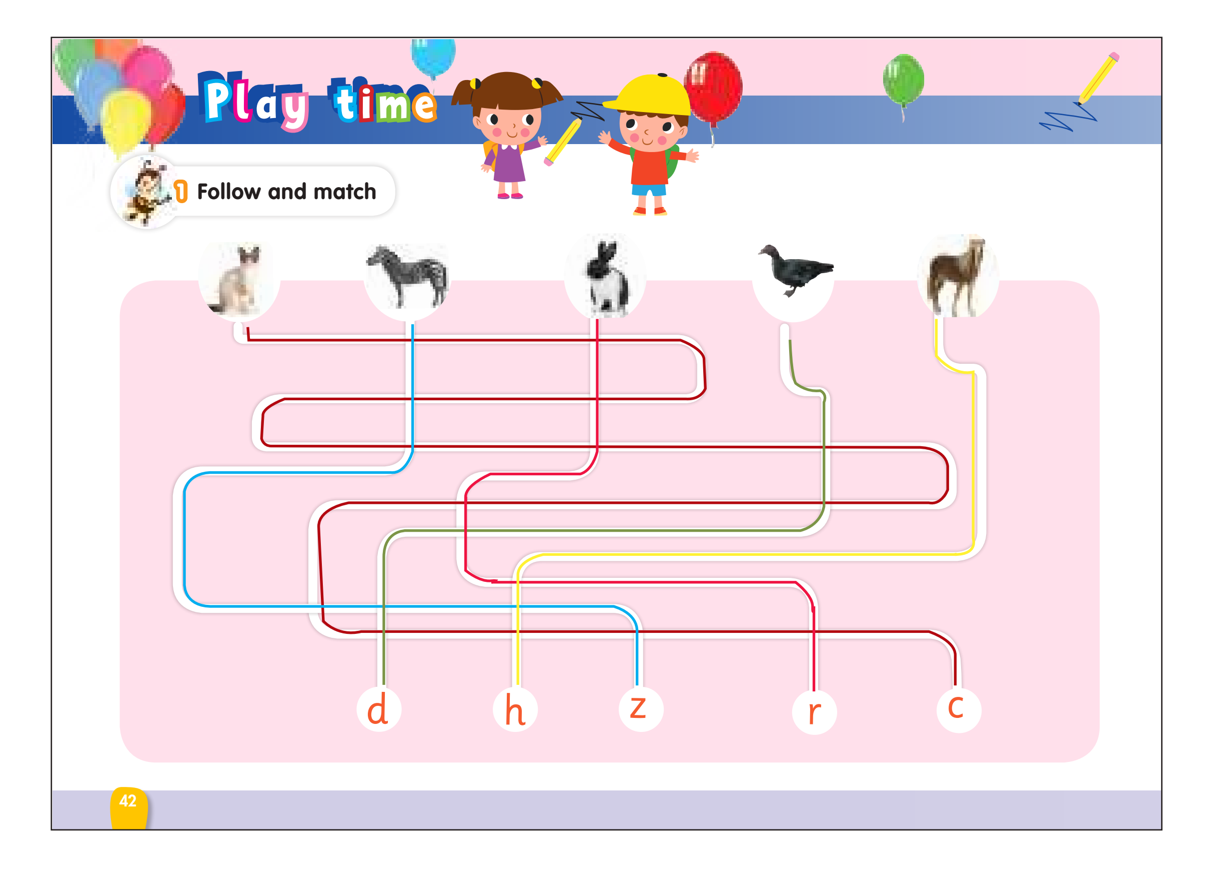
PLAY TIME page 42



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Follow and match

1. Help students find page 42 in their books.
2. Point to each animal on the top of the page and elicit its name: *cat*, *zebra*, *rabbit*, *duck*, *horse*.
3. Ask the students what letter *cat* starts with. Elicit *c*.
4. Get them to draw a line in the maze connecting the cat to the letter *c*.
5. Repeat with the remaining four letters and pictures. Go around monitoring their work. Praise all efforts.







PLAY TIME page 43



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and circle the odd one out

1 Help students find page 43 in their books.
2 Ask students to look at the first row on page 43. Name the first item. Say: *zebra*. Ask students to name the three remaining items: *lion, nuts, rabbit*.
3 Ask: *Which is the odd one out?*
4 Students reply: *Nuts!*
5 Ask: *Why?*
6 Students reply: *Because they are not animals!*
7 Say: *Well done!* and ask them to circle the nuts.
8 Repeat with the items in rows 2, 3, and 4. Accept any appropriate answers and encourage students to be creative.

Teacher assessment

- Collect their books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding



LESSON 1 page 44

Objectives: To identify vocabulary for jobs in a picture
To listen to and sing along with a song

Vocabulary: *dentist, doctor, firefighter, police officer, teacher, vet*

Language: *He's / She's a (vet).*

Materials: Student's Book, pages 44 and 45
Class CD
Digital Toolkit
Flashcards: dentist, doctor, firefighter, police officer, teacher, vet;
Unit 6 poster
Optional: paper for the *Fast finishers* activity

Opener

- Play *Point to the card* (Games Bank, page 95) with the *cake, ice-cream, pizza, salad, yogurt* and *water* flashcards to review the Unit 5 vocabulary.
- Students can also play the game in pairs or small groups using the pictures in their Student's Books.

Presentation

1 Present and practice the new words: *dentist, doctor, firefighter, police officer, teacher* and *vet* using the flashcards.
2 Look at the *dentist, doctor, firefighter, police officer, teacher* and *vet* flashcards with the students. Point to the dentist and say: *dentist*. Students repeat several times chorally and then individually.
3 Repeat the procedure for *doctor, firefighter, police officer, teacher* and *vet*.
4 Then point to each item in turn and students say the words. Vary the order you point to the items.
5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster, and help the student say the word.

1 Listen and point

1 Help students to find page 44. Ask: *Who can you see in the picture?* Point to the doctor and say: *She's a doctor*. Repeat for all the men and women doing different jobs in the picture.



2 Encourage students to point to and say the names of each job. Ask if their parents do any of these jobs.
3 Say: *Listen and point*. Play the song. For each verse, students point to the corresponding people in the picture.

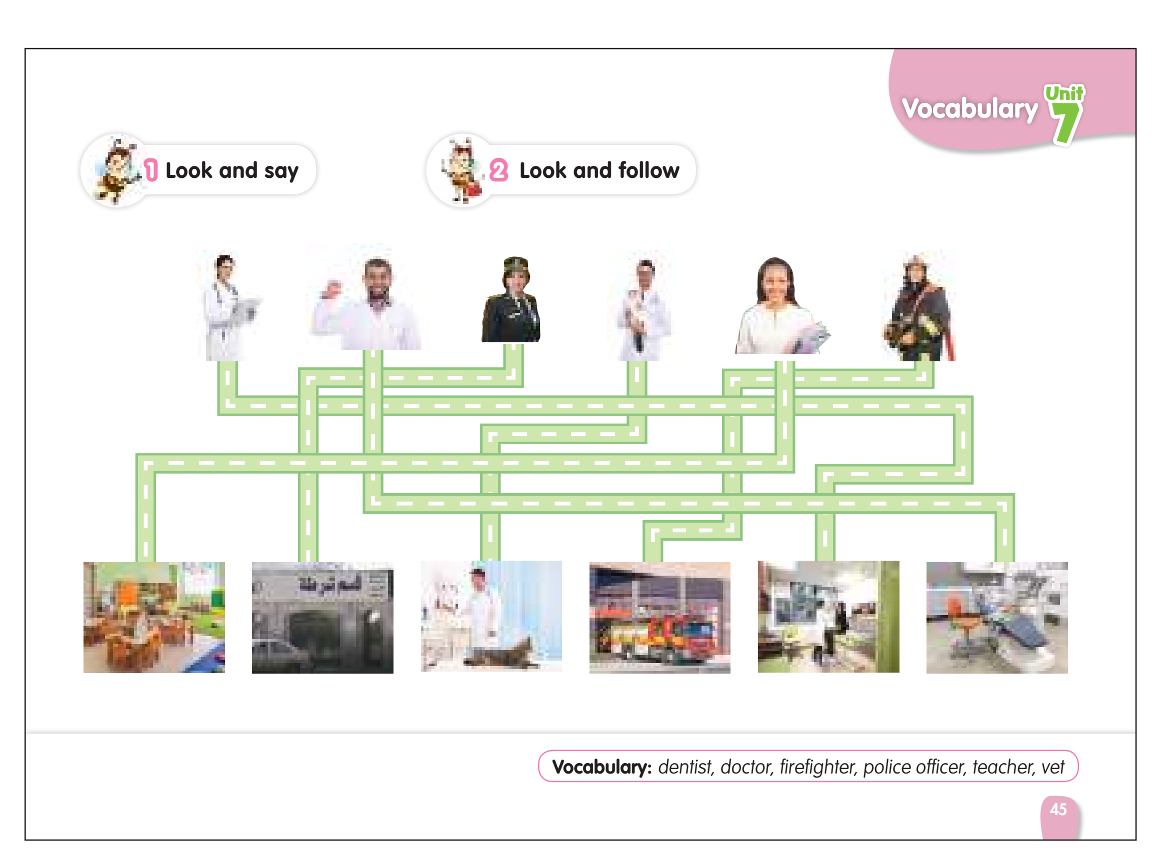
Audioscript

Look at the people in my town.
He's a firefighter.
She's a vet.

Look at the people in my town.
She's a doctor.
He's a dentist.

Look at the people in my town.
He's a police officer.
She's a teacher.

Look at the people in my town!





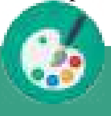
LESSON 1 page 45

1 Look and say

1 Help students to find page 45. Use the pictures at the top of the page to elicit the words: *doctor, dentist, police officer, vet, teacher, firefighter.*
2 Say: *Now look and say.* Students say the jobs as they point to the pictures.

2 Look and follow

1 Tell students they are going to match the pictures of jobs at the top of the page with the pictures of places at the bottom of the page, and follow and trace the lines between the two pictures.
2 Students work carefully to follow the lines, first with a finger and then with a pencil.



Fast finishers

- Students can draw and color in a picture of one of the jobs on the page. You can make these into a classroom display and use it to practice the jobs. Students can point to the jobs and say: *dentist.*

Consolidation game

- Play *Point to the card* (Games Bank, page 95) to review the jobs.

2 Sing

1 Say: *Listen and sing*.
2 Play the song again on the next track for the karaoke version.
3 Students gradually sing along with the song as much as they are able.
4 Point to each person as each verse is sung. Add any suitable actions as you sing each verse (for example, you could mime holding a hose to put out a fire for firefighter, using a stethoscope for doctor, and so on).



LESSON 2 pages 46-47

Objectives: To use vocabulary for jobs in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn about self-management (crossing the road carefully)
To find problems and suggest solutions

Vocabulary: *dentist, doctor, firefighter, police officer, teacher, vet*

Language: *This is my (mommy). She's / He's a (vet).*

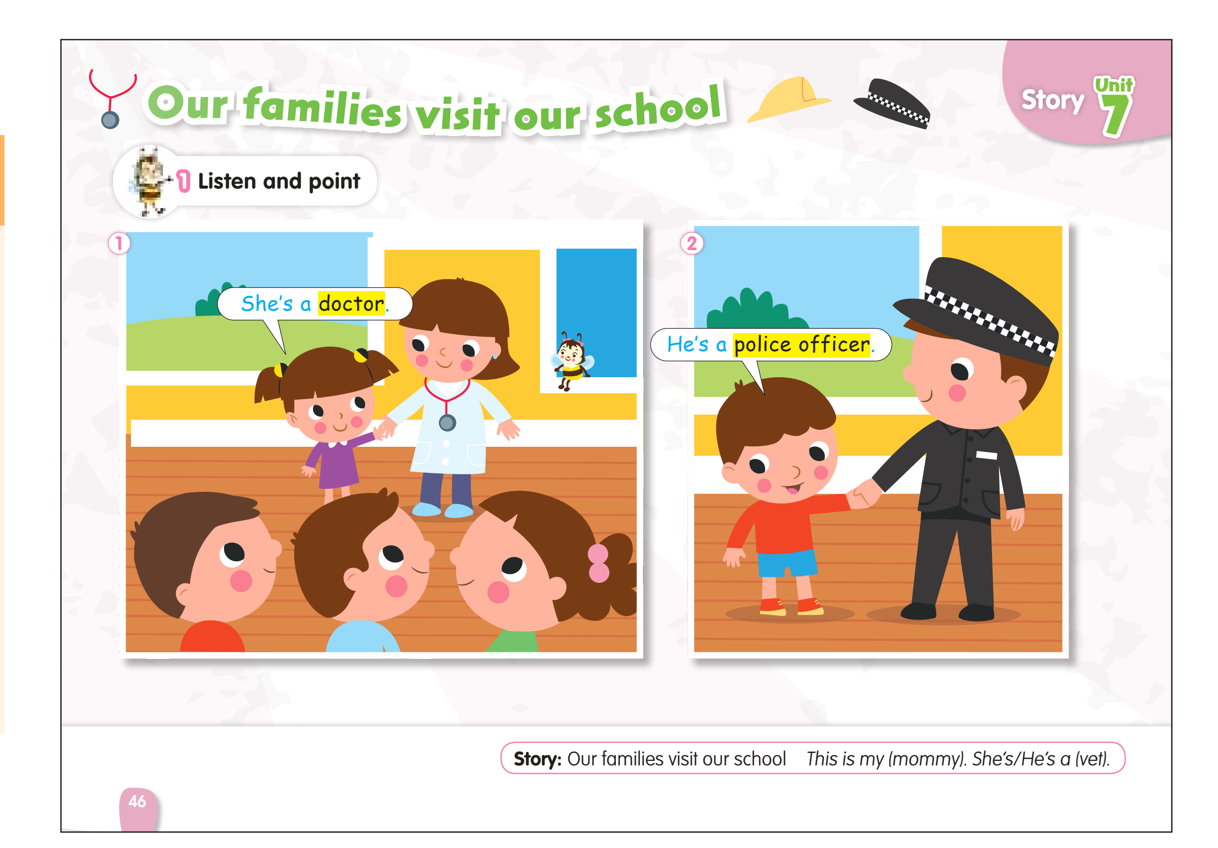
Materials: Student's Book, pages 46 - 47
Class CD
Digital Toolkit
Unit 6 cut-outs
Flashcards: dentist, doctor, firefighter, police officer, teacher, vet
Unit 6 poster
Coloring pencils or crayons

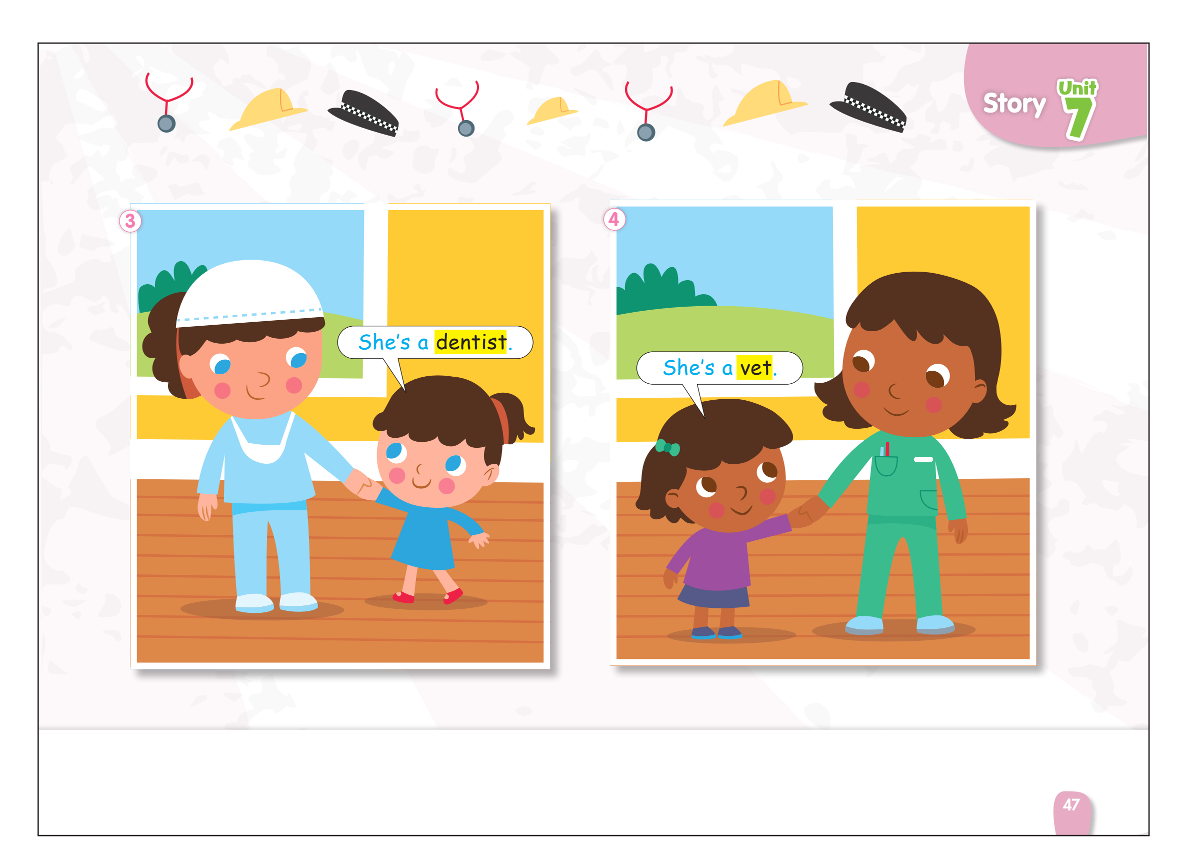
Opener

- Revise the jobs vocabulary using the flashcards or the Unit 6 poster.
- Play the song from Lesson 1, Student's Book, page 44 again with the class and ask students to sing along as much as they can.

1 Listen and point

1 Help students to find page 46. Look at the story frames with the class.
2 Explain to the students that today some parents have been invited to the children's class to talk about their jobs. Ask: *What jobs can you see?* Make sure students can remember the names of the jobs: *dentist, doctor, firefighter, police officer, teacher* and *vet*.







LESSON 2 pages 46-47

1 Say: *Listen and point*. Play the CD from frames 1–5.
2 Students listen and point to each frame, pointing to the mommies and daddies who represent each job in the story.

Audioscript

1	**Dina:**	*This is my mommy. She's a doctor.*
	Mommy:	*Hello, children!*
	Children:	*Hello!*
2	**Adam:**	*This is my daddy. He's a police officer.*
	Daddy:	*Hello, children!*
	Children:	*Hello!*
3	**Laila:**	*This is my mommy. She's a dentist.*
	Laila's mommy:	*Hello, children!*
	Children:	*Hello!*
4	**Girl:**	*This is my mommy. She's a vet.*
	Girl's mommy:	*Hello, children!*
	Children:	*Hello!*

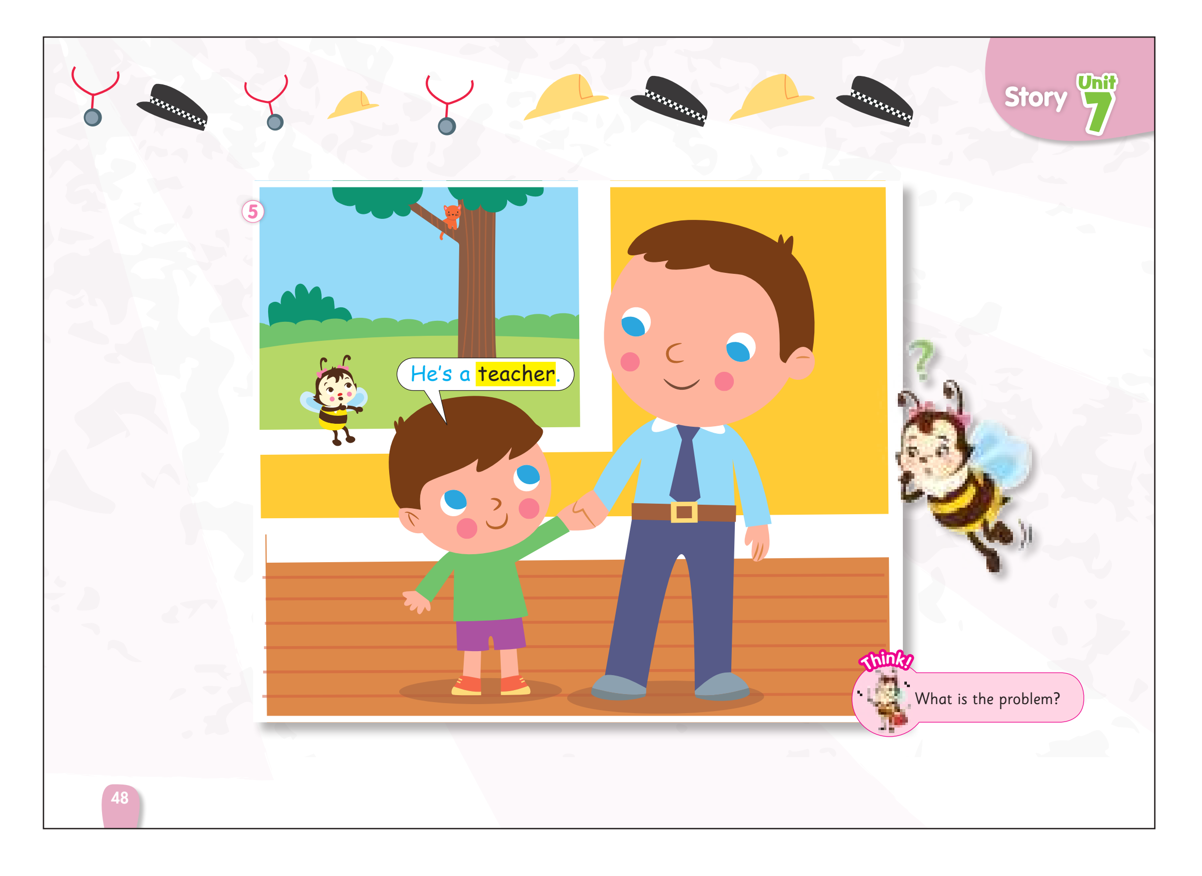


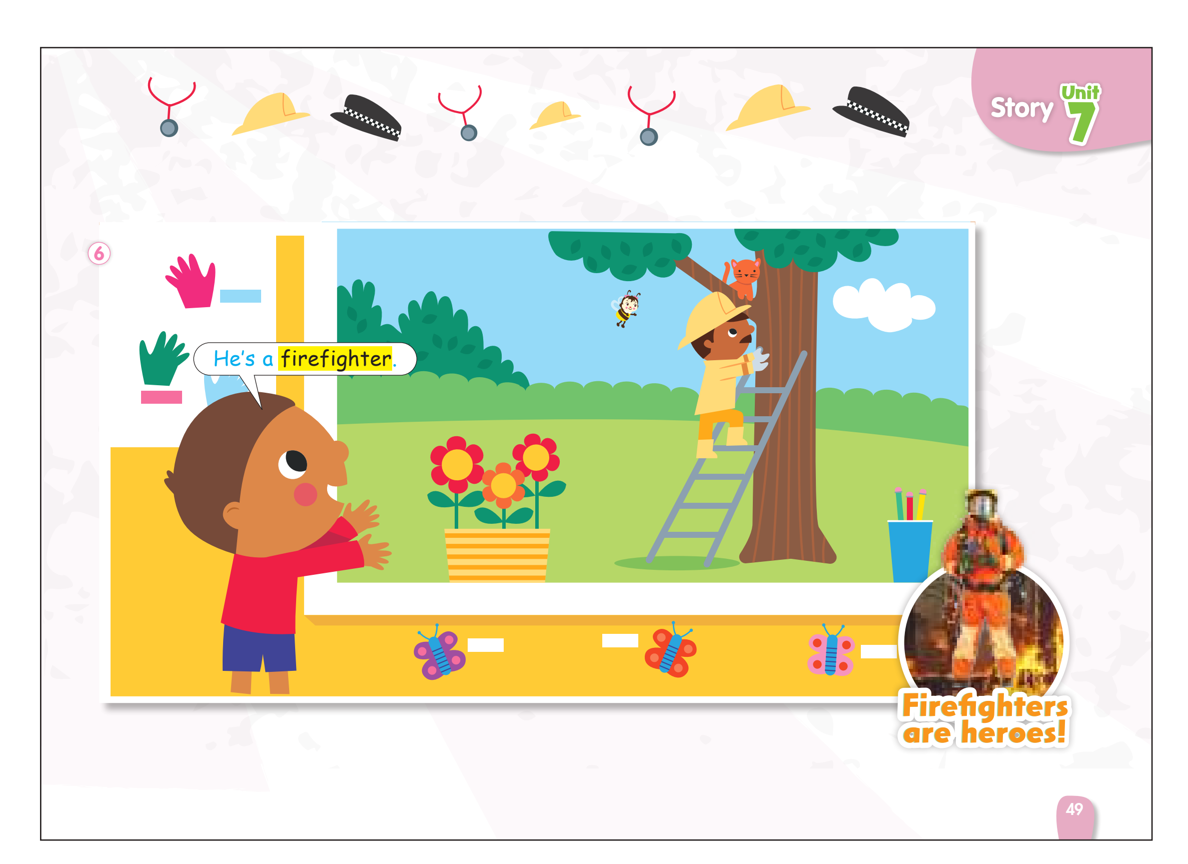
LESSON 2 pages 48-49

1 Ask students to predict what happens in the story. Ask students for their guesses. You might want to focus students on frame 6 and point out that there is a cat up a tree.
2 Play frame 5, pause the CD. Ask students if they know what animal makes the sound they have just heard in the story. Ask students to think about what will happen next in the story.

Audioscript

5	**Youssef:**	*This is my daddy. He's a teacher.*
	Youssef's daddy:	*Hello, children!*
	Children:	*Hello!*
	Miss Reem:	*What's that?*







LESSON 2 pages 48-49

1 Continue playing the story. Were students' predictions correct? (The animal is a cat. The boy's daddy is a firefighter. He is rescuing the cat from the tree.)
2 Play the story again. Students listen, point to each frame and join in with any words they can.
3 You could also play the CD and pause before each job word, encouraging the class to complete the sentences.

Audioscript

6	**Boy:**	*Look! He's my daddy. He's a firefighter!*
	Boy's dad:	*Hello, children!*

Firefighters are heroes!

- Look at the photograph with the class. *What can they see?* (A firefighter). Remind the student of the role of the firefighter in the picture story (He saved the cat). Explain to the students that firefighters are heroes because they save our lives and put out fires.



LESSON 3 page 50

Objectives: To use vocabulary for jobs in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To practice managing self
To listen to and arrange a picture story
To use drawings to narrate very short events

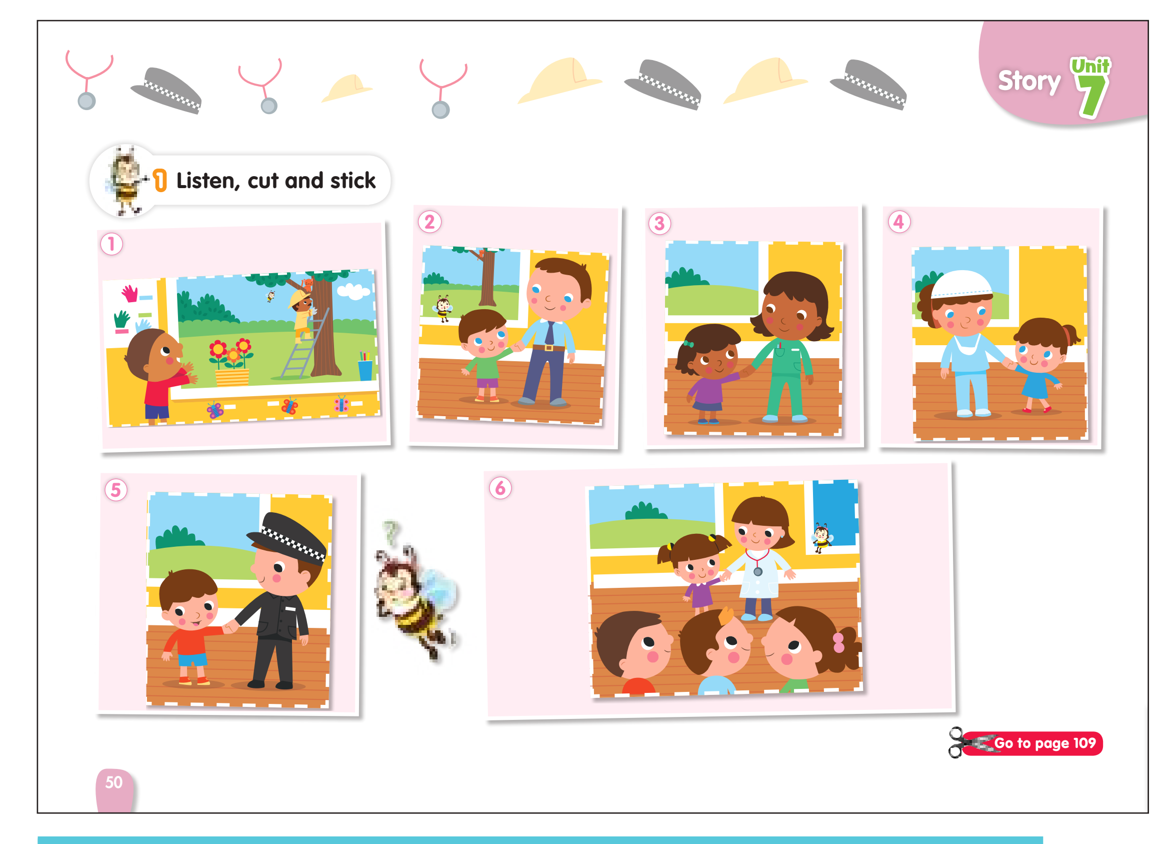
Vocabulary: *dentist, doctor, firefighter, police officer, teacher, vet*

Language: *This is my (mommy). She's / He's a (vet).*

Materials: Student's Book, pages 50 and 51
Class CD
Digital Toolkit
Unit 6 cut-outs
Flashcards: dentist, doctor, firefighter, police officer, teacher, vet
Unit 6 poster
Coloring pencils or crayons

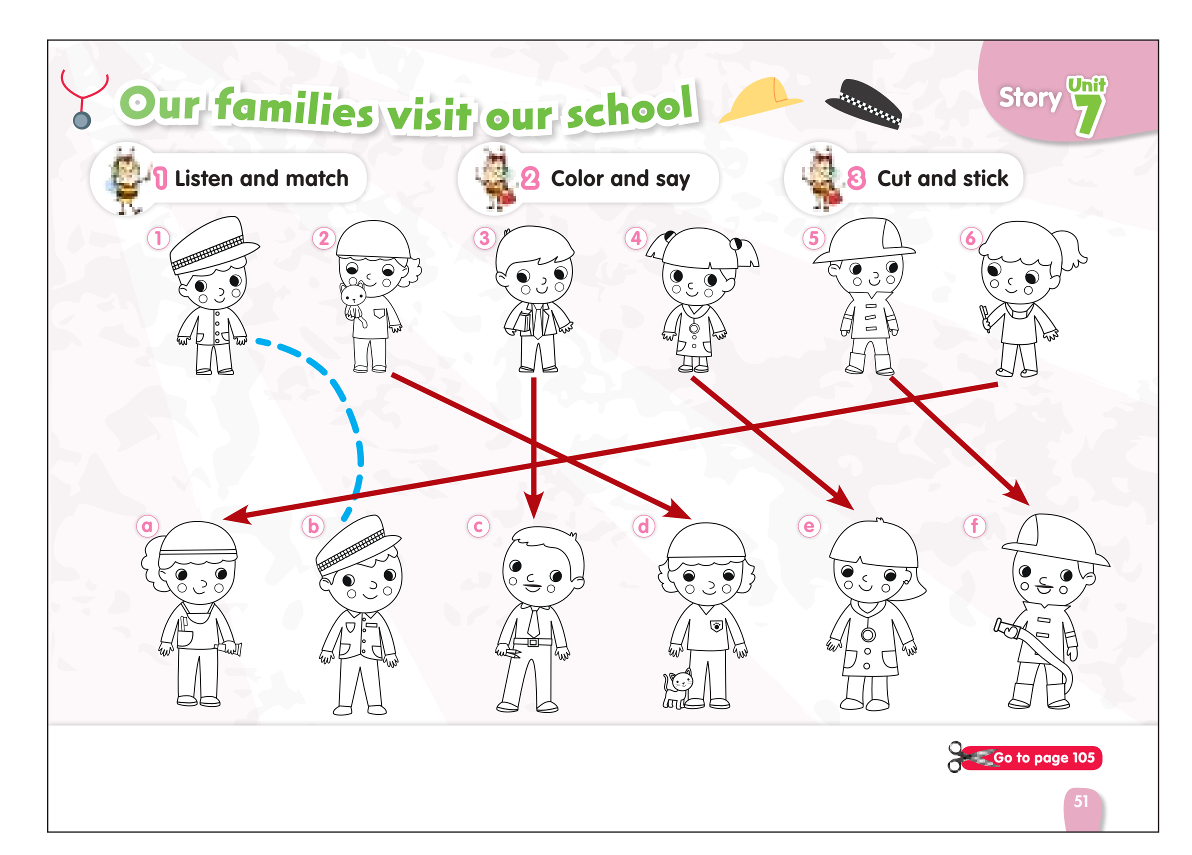
1 Listen, cut and stick

1 Help students to find the Unit 6 cut-outs at the back of their books. Students name each job in the pictures.
2 Help students to find page 50. Say *Listen and cut*. Play the CD. Students listen, then cut the correct cut-out picture as they hear it mentioned.
3 Say *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order. For further practice, students can point at the pictures and say the job names: *She's / He's a (police officer).*



Audioscript

1	**Dina:**	*This is my mommy. She's a doctor.*
	Mommy:	*Hello, children!*
	Children:	*Hello!*
2	**Adam:**	*This is my daddy. He's a police officer.*
	Daddy:	*Hello, children!*
	Children:	*Hello!*
3	**Laila:**	*This is my mommy. She's a dentist.*
	Laila's mommy:	*Hello, children!*
	Children:	*Hello!*
4	**Girl:**	*This is my mommy. She's a vet.*
	Girl's mommy:	*Hello, children!*
	Children:	*Hello!*
5	**Youssef:**	*This is my daddy. He's a teacher.*
	Youssef's daddy:	*Hello, children!*
	Children:	*Hello!*
	Miss Reem:	*What's that?*
6	**Boy:**	*Look! He's my daddy. He's a firefighter!*
	Boy's dad:	*Hello, children!*



LESSON 3 page 51

1  Listen and match

1 Help students to find page 51. Look at the pictures with the class. Explain that the children from the story are dressed up to match their parents' jobs. Make sure students know that the children are in the top row and the parents are in the bottom row: *Look! Here are the children … and here are their mommies and daddies.*
2 Play the first part of the CD. Students listen to Adam and decide which adult they should match Adam to (the police officer - b). They draw a line first with a finger and then with a pencil from Adam (picture 1) to the police officer (picture b).
3 Repeat the procedure for the rest of the pictures (2-d, 3-c, 4-e, 5-f, 6-a).

Audioscript

1	**Adam:**	*This is my daddy. He's a police officer.*
2	**Girl:**	*This is my mommy. She's a vet.*
3	**Youssef:**	*This is my daddy. He's a teacher.*
4	**Dina:**	*This is my mommy. She's a doctor.*
5	**Boy:**	*He's my daddy. He's a firefighter.*
6	**Laila:**	*This is my mommy. She's a dentist.*

2 Color and say

1 Students look at the first job picture on the bottom row and say: *dentist*. They continue for the other jobs pictures.
2 Then they use coloring pencils to color in the pictures.
3 Students then show their picture to a partner, pretending it is their own mommy or daddy, and say: *This is my (mommy). She's / He's a (doctor).*

3 Cut and stick

1 Help the children find the Unit 6 cut-outs at the back of their books.
2 Show the children how to cut out the people and stick them in the bases. Say: *Show me the (firefighter)*. Children hold up their firefighter figures.
3 Give children time to color in their figures. Circulate, asking individual children: *Who's this?*
4 Explain to the students that these are the places where the people work and they need to help them get there.
5 The children then decide where they should place each person on the town map. They can check with a partner to see if they have the same answers. They can say: *She's/He's a (dentist).*

Fast finishers

- Students draw and color another job they would like to do. Add the pictures to your jobs display or book.

Consolidation game

- Play *Guess the picture* (Games Bank, page 95) with *dentist, doctor, firefighter, police officer, teacher* and *vet*.



LESSON 4 page 52

Objectives: To use vocabulary for jobs
To reinforce the importance of listening to adults in and out of the classroom
To sing a song about listening to adults

Vocabulary: *doctor, astronaut, teacher*

Language: *Let's listen to the (teacher).*

Materials: Student's Book, pages 52 and 53
Class CD
Digital Toolkit
Flashcards: dentist, doctor, firefighter, astronaut, teacher, vet

Opener

- Play *Go to the card* (Games Bank, page 94) to review the jobs. Write the jobs on pieces of paper. Place three or four of the words in different corners of the room. Ask the children to move around the room to music (Jobs song from the unit). When the music stops, students go to one of the vocabulary items before you count to three. Without looking, say one of the words. The students who are standing next to those words win that round. Play several times, making sure you use every job.
- Play the story from Lesson 2 again. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Help students to find page 52. Introduce the concept of listening to adults with the class. Do students listen to adults at home? Can they tell you when they listen to adults at home and at school? Why is it important to listen to adults? You could make a list of adults in the school and why it might be important to listen to each one, for example, listening to a teacher means you know what you should be doing and you learn well. Explain that good listening is the first step to effective communication.
2 Point to the photos at the top of the page (teacher, doctor and astronaut). Point to the photo of the teacher and say: *teacher*. Students repeat after you. Repeat for *doctor* and *astronaut*.
3 Say: *Now find*. Ask students to look and find the people doing these jobs in the photographs below. They can point and say the words together.

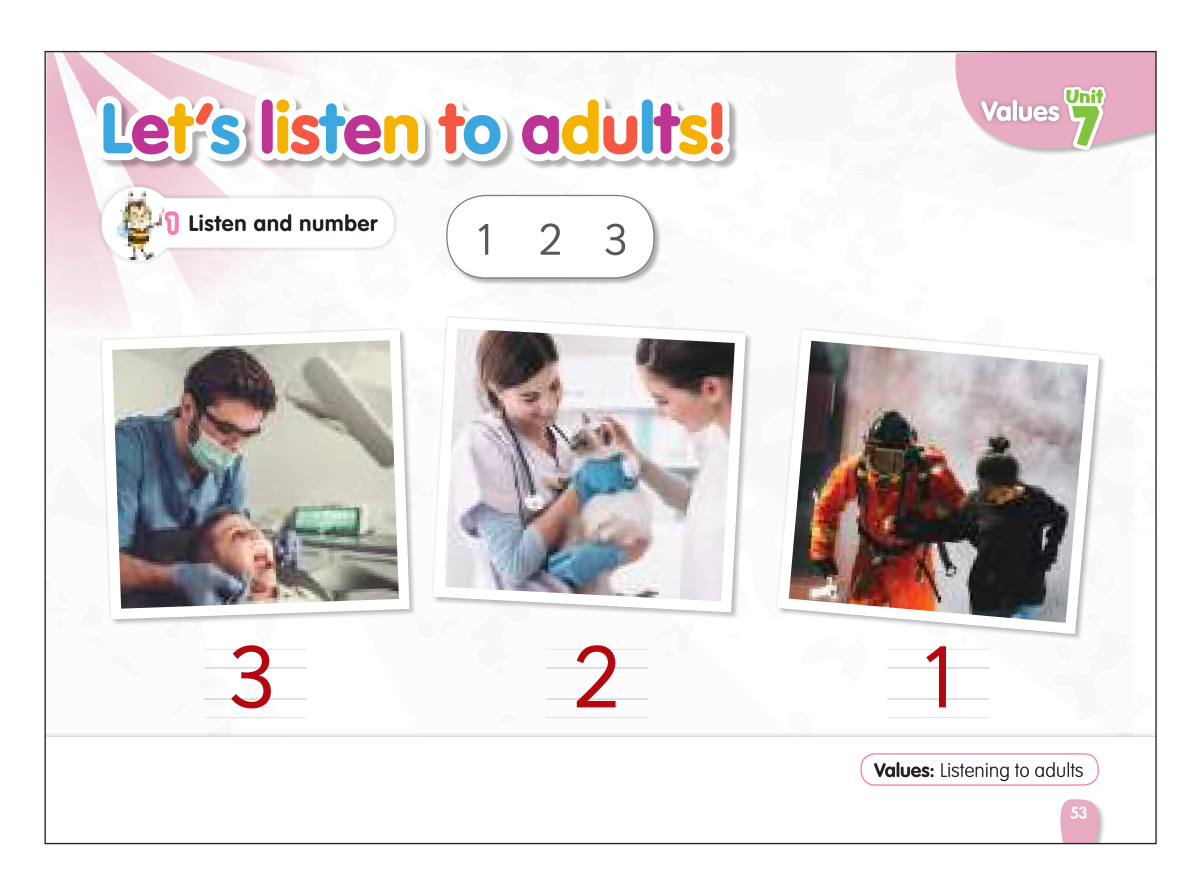


2  Sing and do

1 Display the flashcards on the board in the order they appear in the song. Say: *Listen and point*. Play the song on the CD. Students listen and point to each flashcard as each job is mentioned.
2 Gradually, students sing along with the song. When students are able, play the version of the song without words. Guide students by pointing to the flashcards.

Audioscript

Ssh, ssh, everyone!
Let's listen to the teacher
And learn new things.
Ssh, ssh, everyone!
Let's listen to the dentist
And look after our teeth.
Ssh, ssh, everyone!
Let's listen to the astronaut
And be safe.





LESSON 4 page 53

1  Listen and number

1 Help students to find page 53. Elicit the numbers *1*, *2* and *3* at the top of the page: *What number is this?*
2 Look at the picture on the left-hand side of the page and establish that the child is listening to a dentist who is giving advice about how to look after your teeth. Repeat for the vet and the firefighter.
3 Play the first part of the CD. Students listen and repeat the job they have heard: *firefighter*. Say: *Write the number one under the firefighter.* Students choose the picture of the firefighter and write a number *1* below the picture using the lines to guide them.
4 Repeat the procedure for the second and third pictures and sections of the CD. The students listen and say: *vet and dentist*. They write the number *2* under the vet and the number *3* under the dentist. Remind the class of the importance of listening to adults. Ask them to listen and say the words on the CD, making sure they say clearly and enthusiastically: *Let's listen to the (vet).*

Audioscript

1: *Let's listen to the firefighter.*
2: *Let's listen to the vet.*
3: *Let's listen to the dentist.*

Fast finishers

- In pairs, students act out a job for a partner to guess.

Consolidation game

- Play *Word whispers* (Games Bank, page 96) to revise the jobs vocabulary.



LESSON 5 page 54

Objectives: To use vocabulary for jobs
To listen to and practice a mini-dialogue in pairs

Vocabulary: *dentist, doctor, firefighter, police officer, teacher, vet*

Language: *She's a dentist. Your turn*!

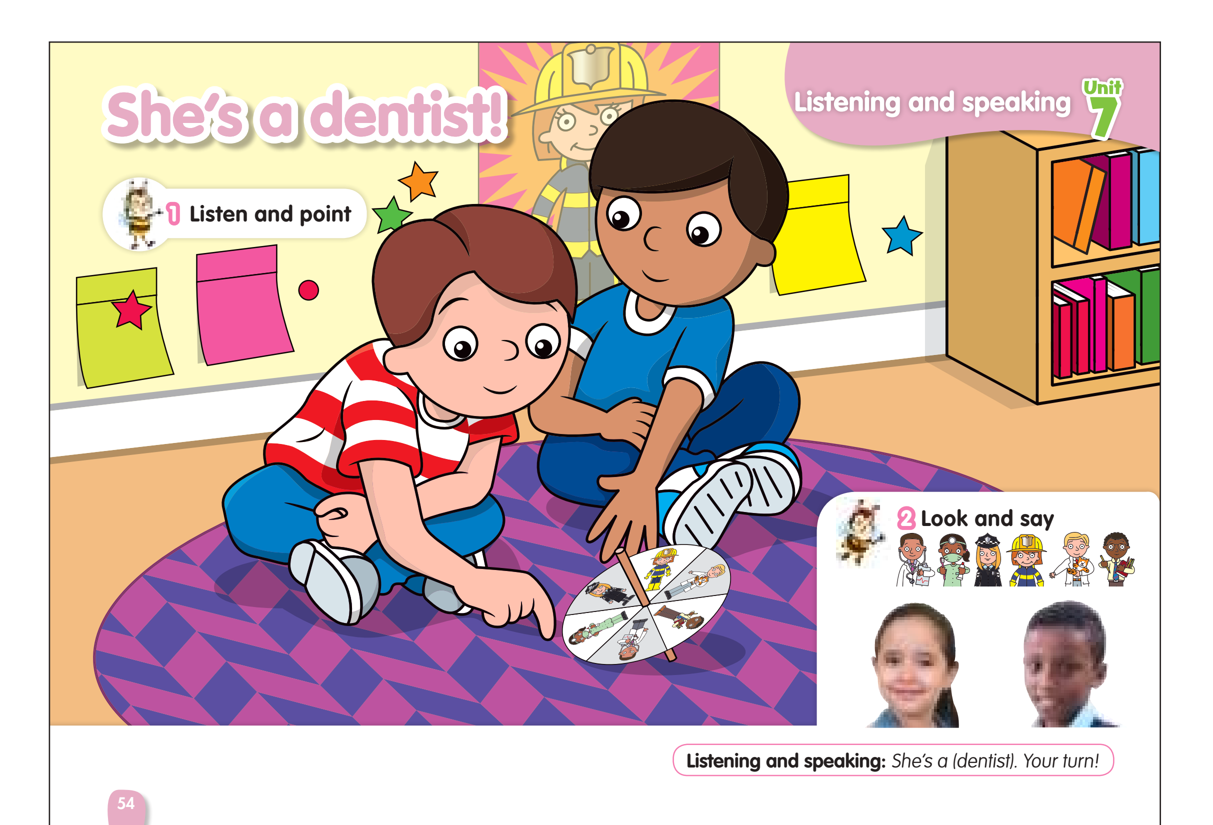
Materials: Student's Book, pages 54 and 55
Class CD
Digital Toolkit
Unit 6 poster
Unit 6 photocopiable, one per pair
A doweling rod or pencil
Flashcards: dentist, doctor, firefighter, police officer, teacher, vet

Opener

- Use the Unit 6 poster or the flashcards to revise the jobs vocabulary.
- Play the *Let's listen to adults!* song from Student's Book, Lesson 4 again. Encourage children to join in as much as they can and to point to each job either on page 30 of their Student's Books or on the flashcards as they hear it mentioned.

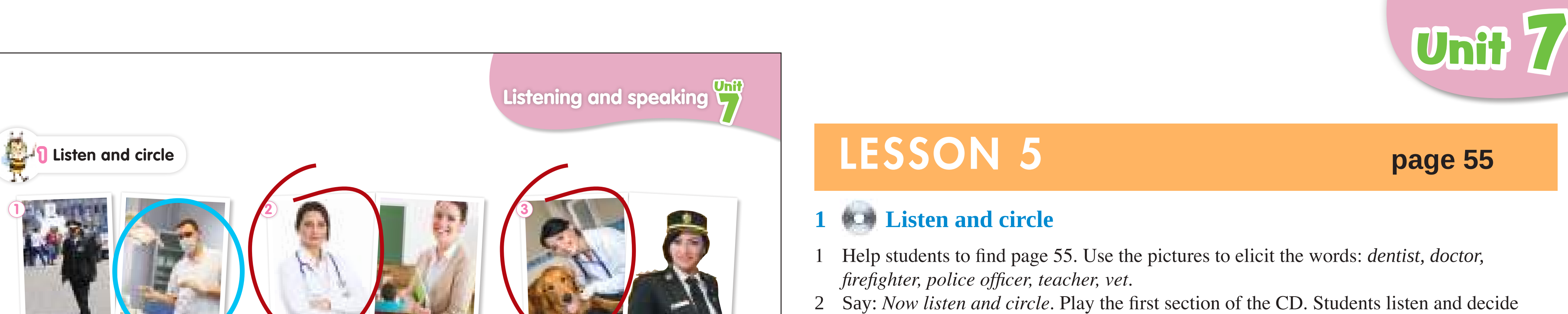
1 Listen and point

1 Help students to find page 54. Look at the picture with the class. Ask: *What can you see?* There are two boys and they are playing a game with a spinner. The spinner has pictures of jobs on it. Explain that the boys are taking turns to spin the spinner and say the person's job.
2 Say: *Listen and point*. Play the CD to the class. Ask students to point to the person speaking starting with the boy on the left.
3 Play the CD again, this time students repeat the jobs and point to the job picture on the spinner in their Student's Books or on the flashcards.

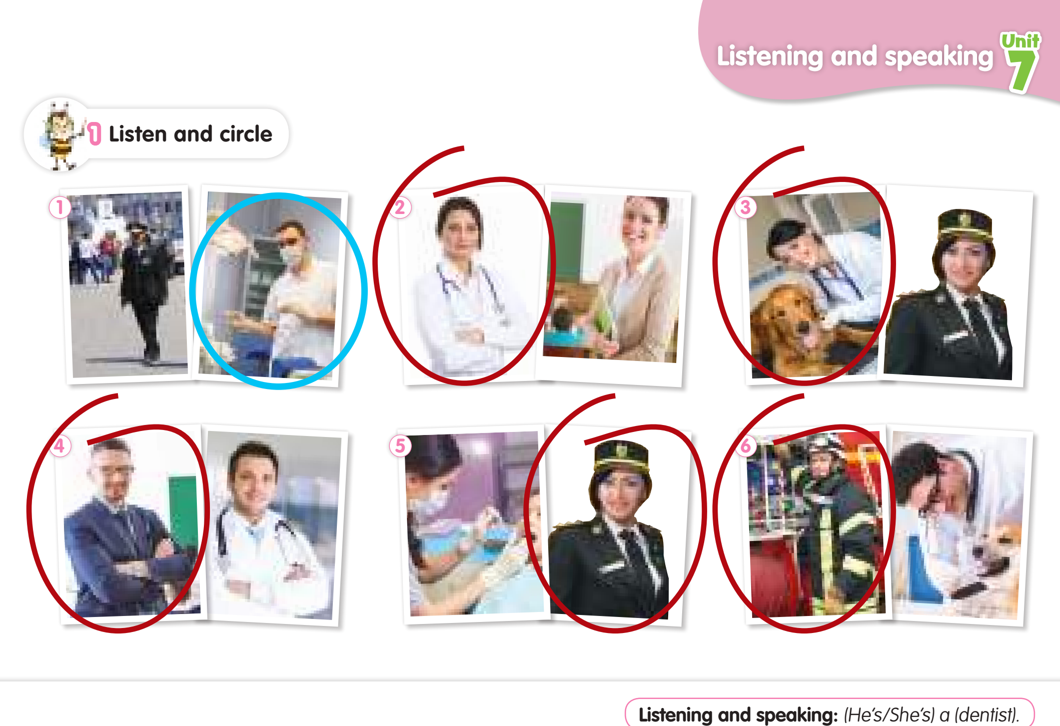


Audioscript

Boy 1:	*You start!*
Boy 2:	*He's a doctor.*
Boy 2:	*Your turn!*
Boy 1:	*She's a vet.*
Boy 1:	*Your turn!*
Boy 2:	*She's a teacher.*
Boy 2:	*Your turn!*
Boy 1:	*He's a firefighter.*
Boy 1:	*Your turn!*
Boy 2:	*She's a dentist.*
Boy 2:	*Your turn!*
Boy 1:	*He's a police officer.*



LESSON 5 page 55



1 Listen and circle

1 Help students to find page 55. Use the pictures to elicit the words: *dentist, doctor, firefighter, police officer, teacher, vet*.
2 Say: *Now listen and circle*. Play the first section of the CD. Students listen and decide which picture they should circle. (The picture of the dentist)
3 Repeat the procedure for the other pictures.

Audioscript

1: He's a dentist.
2: She's a doctor.
3: She's a vet.
4: He's a teacher.
5: She's a police officer.
6: He's a firefighter.

2 Look and say

1 Display the jobs flashcards. Play one of the mini-dialogues again. Ask students to select the correct flashcard. Ask one of the students to model the dialogue with you using the flashcard as a prop. Say: *Your turn!* And help the student to form the sentence: *She's / He's a (dentist)*.
2 Divide students into pairs and distribute a spinner to each pair. Help students to put the doweling rod or pencil through the spinner if you have not already done this. Show them how to spin the spinners.
3 Encourage them to play the game using the model dialogues.
4 Monitor carefully, helping students to pronounce the words and to take turns correctly.
5 Confident learners could demonstrate the activity in front of the class. Praise them and motivate others.

Fast finishers



- In pairs or small groups, students play *Guess the picture* (Games Bank, page 95) to revise *dentist, doctor, firefighter, police officer, teacher* and *vet*.

Consolidation game

- Play *Word whispers* (Games Bank, page 96) with the words: *dentist, doctor, firefighter, police officer, teacher* and *vet*.



LESSON 6 page 56

Objectives: To recognize the letter sounds /v/ and /ks/
To find words with the /v/ and /ks/ sounds
To trace and copy the letters *v* and *x*

Vocabulary: *x-ray, van, violin, six, vet*

Materials: Student's Book, pages 56 and 57
Class CD
Digital Toolkit
Unit 6 poster
Flashcards: dentist, doctor, firefighter, police officer, teacher
Phonics cards: a/apple, g/guitar, i/in, k/kick,
p/piano, u/under, v/vet, w/water, x/six, y/yogurt

Opener

- Revise the vocabulary for the jobs using the flashcards or Unit 6 poster.
- Ask the class to demonstrate their dialogues from Student's Book, Lesson 5 again. If helpful, play the mini-dialogues recording from Student's Book, page 54 again first.

Presentation – the letter sounds /v/ and /ks/

1. Show the picture on the v/vet phonics card and ask: *What's this?* Elicit: *vet*. Then say: *vet*. Students repeat after you.
2. Show the letter side of the phonics card and say: /v/. Students repeat the sound /v/ with you.
3. Then show the picture on the card again and elicit: *vet*. Flip the card from the letter side to the picture side several times so that students are saying: /v/…*vet* repeatedly.
4. Repeat the procedure for the letter sound /ks/ using the *x/six* phonics card.

1 Listen and repeat

1. Help students to find page 56. Point to the picture of the vet on the left-hand side of the page and ask: *What's this?* Students say the word.
2. Then point to the letter *v* on the page and say the sound: /v/. Students repeat after you. Practice this several times.
3. Play the first part of the CD to the class. Sing the first part of the verse to the class. Then play the second part, encouraging students to listen and repeat the /v/ sound.
4. Repeat the procedure for the picture of the number *six*, the letter *x* and the /ks/ sound.



5. When students are able, play the version of the song without words. Display the *v/vet* and *x/six* phonics cards. Students sing as much as they can.

Audioscript

Everyone listen	*Everyone listen*
Listen to me	*Listen to me*
Listen and repeat	*Listen and repeat*
Repeat with me	*Repeat with me*
/v/	*/ks/*
/v/, /v/	*/ks/, /ks/*
/v/, /v/, /v/!	*/ks/, /ks/, /ks/!*
/v/ vet	*/ks/ six*
Vet!	*Six!*



2 Look and circle v and x

1 Look at the pictures with the class and identify the items: *What can you see?* (vet, six, x-ray, van, violin). Say the words together with the class.
2 Can students find the picture which has the initial /v/ sound? Point to the *violin*. Say the word: *violin*. Say the sound: /v/. *violin*. Ask students to put up their hand if they know which of the other three pictures and words contains the /v/ sound: *Can you find /v/?* Elicit: *van* and congratulate students on getting the answer right: *Van. /v/, van. Yes. Well done!*
3 Students look at the alphabet at the bottom of the page and find and point to the letter *v*. They point and say: /v/.
4 Repeat the procedure for the letter sound /ks/ and the letter *x*.

LESSON 6 page 57

1 Trace and copy

1 Model the letter formation for the letter *v*. With your back to the class, write a large letter *v* in the air with a finger while saying the sound /v/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Then demonstrate with one student how to write the letter on another student's back, and ask all students to do this in pairs.
4 Then model the correct letter formation on the board.
5 Help students to find page 57. Students trace over the dotted letters *v* in the top row in their books with a finger.
6 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
7 Students then trace the first row of letters and copy the letter v at the end of the row and on the second row.
8 Repeat the procedure for the letter *x*.

2 Look and say. Write v or x

1 Point to the first picture and elicit: *six*. Point to the second picture and elicit: *vet*.
2 Ask students to tell you whether six contains the sound /v/ or /ks/ (six, /ks/).
3 The students say: *six, /ks/*. Then they write *x* on the lines next to the picture.
4 Repeat for the picture of the *vet* and the letter *v*.



Fast finishers

- In small groups, students play *Tracing letters* (Games Bank, page 96) with the letters *v* and *x*. You can also include the letters *a, g, k, p, u, w, y* and in the game for revision.

Consolidation game

- Play *Missing sound* (Games Bank, page 95) using all the phonics cards from the first term Units 1–6.



LESSON 7 page 58

Objectives: To identify the middle sound in different words
To sort words into groups according to the number of syllables that they have
To arrange words to create a sentence.
To form a sentence of three words
To arrange words to form a sentence

Vocabulary: *cat, pot, leg, vet, firefighter, egg, eight, traffic lights, yogurt*

Materials: Student's Book, pages 58 and 59
Class CD

Opener

- Welcome the children with a smile and say: *Hello!* Encourage the children to say: *Hello!* back to you.
- Revise the vocabulary for jobs, using the flashcards.
- Play a game *Mime it* (Games bank, page 95) to practice the jobs vocabulary again and reinforce it.

Presentation

1 Draw a simple picture of a cat on the board. Ask the class: *What is it?* Elicit: *It's a cat*.
2 Say *cat*.
3 Sound out the different letters *c-a-t*.
4 Write *cat* on the board. Sound out the letters again and point to each letter as you say it.

1 [CD 1.3] Listen and circle the middle letter

1 Ask the class to open their books on page 58.
2 Point to the first picture and ask: *What is this?* Elicit: *cat*. Show them that the a in the box is circled. Point to the word cat that you wrote on the board and show students that this is the middle letter in the word.
3 Tell the class that you will play the CD one word at a time. They should listen carefully and circle the middle letter in each word.
4 Play the CD. Stop after each word to allow students to complete the task.
5 Play the CD again so that students can check their own answers.
6 Then play one more time and check answers as a class. Sound out the letters in each word and ask students to repeat.

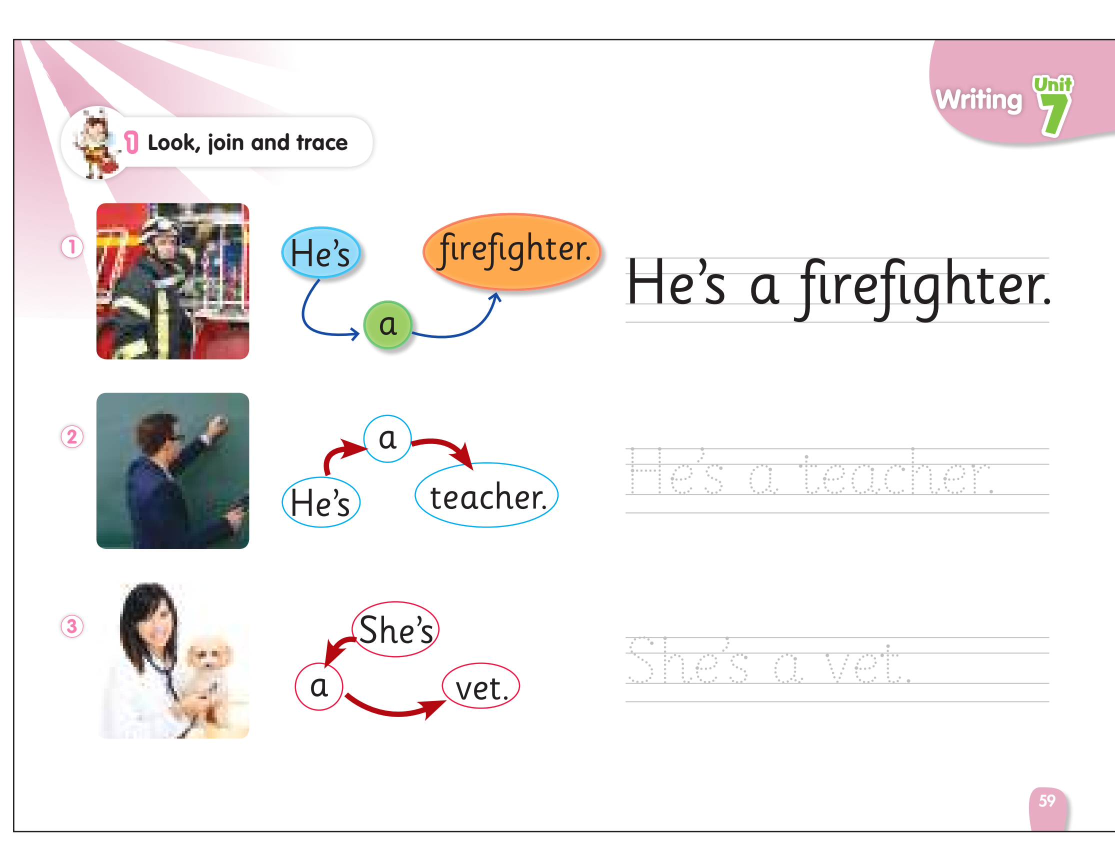


Audioscript

1 cat *2 pot* *3 leg* *4 vet*

2 [CD 1.4]Look and circle g. Then listen and write a (✓) if you can hear g

1 Hold up your book. Point to exercise 2.
2 Elicit the words for each of these items.
3 Ask students to find g in each word and circle it. Ask them to check their answers with their shoulder partner.
4 Explain that you will play the CD. The students should listen carefully and say if they can hear the g sound in the word.
5 play the first word.
6 Ask students: *Can you hear the /g/ sound?* Make sure all students can recognize the sound /*g*/.
7 Ask students to put a tick beside the word.
8 Repeat the procedure for *eight*.
9 Make sure students can recognize the absence of the *g* sound in *eight*.



10 Explain that the sound *g* is a silent sound in *eight*.
11 Repeat the procedure for *yogurt* and *traffic lights*.
12 Give examples of more words with silent letters, like: *sign, night, etc*.

Audioscript

1 egg *2 eight* *3 yogurt* *4 traffic lights*



LESSON 7 page 59

1 Look, join and trace

1 Look back at lesson 1 of unit 7. Help students to find the page. Point to different people in the town. Ask: *Who is he?/Who is she?*
2 Elicit the jobs and encourage students to answer in full sentences (He's a firefighter. She's a teacher. etc.)
3 Write the sentence: *He's a firefighter.* on the board. Read the sentence to the class and circle each word as you say it.
4 Help students find page 59. Explain that students should look at the picture on the left, and then connect the words to create each sentence. They should then write the sentence neatly on the writing lines.
5 Allow students time to work on this. Walk around the class as they work and help as necessary.
6 Check answers as a class. Point out that the sentences all begin with a capital letter and end with a period.



Fast finishers

- Encourage students to help each other and check their answers with their shoulder partner.

Consolidation game

- Play *Guess the picture* (Games Bank, page 95) to revise job vocabulary.



LESSON 8 page 60

Objectives: To trace simple patterns
To learn about space
To determine the similarities and differences between two things

Vocabulary: *dentist, firefighter, police officer, teacher, space, Earth, moon, rocket*

Materials: Student's Book, pages 60 and 61
Digital Toolkit
Phonics cards: v/vet, x/six

Opener

- Revise the /*ks*/ sound with the class using the *x*/*six* phonics card. Help them to find the letter *x* and the picture for *six* on Student's Book, page 58.
- Then revise the /*v*/ sound using the *v*/*vet* phonics card and Student's Book, page 58.

Presentation

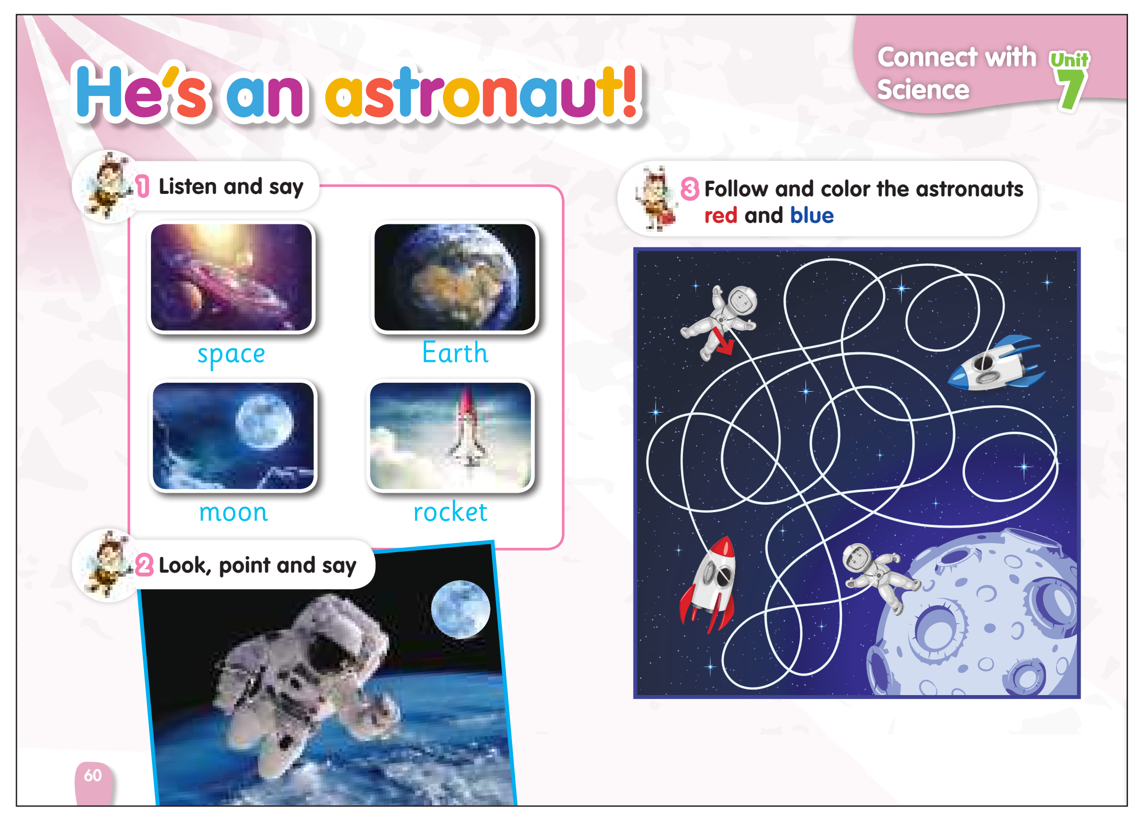
1 Talk about people who help us with the class. Ask if they can tell you any people who help them (mommy, daddy, teacher). Students can use L1 for this activity; in this lesson the focus is on the concept of people who help, rather than the specific vocabulary.
2 Draw a simple picture of yourself (teacher) at the top of the board and a simple picture of a school at the bottom of the board, with a line drawn from you to the school. Elicit the words: *teacher* and *school*. With your back to the class, show students how to trace over the line. Ask various students to come to the board to do the same. Then repeat the activity with a picture of a mommy or a daddy at the top of the board and a house at the bottom.

1 Listen and say

1 Help students to find page 60. Remind the students of the word *astronaut*. You could refer them back to the *Listen to adults* photograph on Student's Book, page 52. Tell them that an astronaut explores space. Point at the picture of *space* and say: *space*. Ask students to repeat.
2 Point to the other photos at the top of the page (Earth, moon and rocket). Point to the photo of the Earth and say: *Earth*. Students repeat after you.
3 Repeat for *moon* and *rocket*.

Audioscript

space, Earth, moon, astronaut

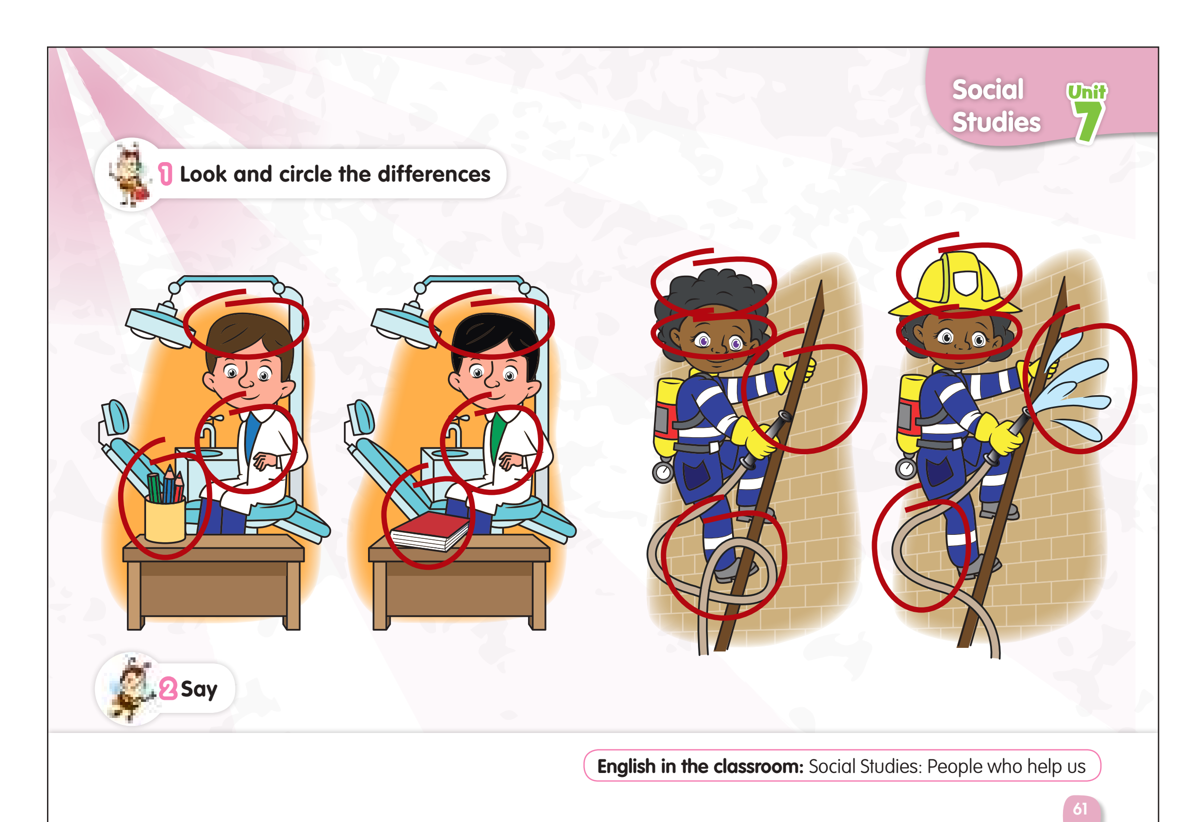


2 Look, point and say

1 Say: *Now find*.
2 Ask students to look and find the small pictures in the photographs below. They can point and say the words together.
3 Say: *Now listen, point and say*. Play the CD pausing after each word for students to point at the correct picture and repeat its name.

3 Follow and color the astronauts red and blue

1 Tell students to trace the lines between the astronauts and the rockets with a finger and tell you which astronaut is going to which rocket.
2 Remind students of the colors *red* and *blue*.
3 Say: *Now color*.
4 Explain to the students that they need to color the astronaut going to the red rocket in red and the astronaut going to the blue rocket in blue.
5 Encourage them to color the white part within the rocket too.
6 Monitor the students as they color and make sure they are coloring in the correct color.
7 Praise their work.





LESSON 8 page 61

1 Look and circle the differences

1. Draw two simple pictures on the board, which are the same in most ways but have one or two small differences. You could draw two tables with different numbers of crayons on them, or a person with different hair or clothes. Ask a student to come to the board and point to and circle a difference. Ask another student to come and point to and circle another difference. Continue until all the differences are circled.
2. Help students to find page 61. Look at the two pictures on the left-hand side of the page with the students. Explain that they have to find and circle all the differences (there are three: the pencils and book; the dentist's tie and the dentist's hair). Students look at the pictures, find the differences and circle them.
3. Students repeat the procedure for the second pair of pictures. (There are four differences: the helmet; the water from the hose, the eyes color and the shape of the hosepipe.)

2 Say

1. Ask students if they know the job of the man on the left. Elicit: *dentist*.
2. Repeat for *the firefighter*.
3. Ask confident students to come up and say the differences again.

Fast finishers



- Students draw and color pictures of people who help us for a *People who help us* display. They can include *teacher, dentist, police officer, fire fighter,* and any other people that help us too.

Consolidation game

- Play *Follow the pattern* (Games Bank, page 94).



LESSON 9 page 62

Objectives: To work on a project
To make and play a matching game
To present your matching game to the class

Vocabulary: *dentist, doctor, firefighter, police officer, teacher, vet*

Language: *He's a doctor.*

Materials: Student's Book, pages 62 and 63
Digital Toolkit
Flashcards: dentist, doctor, firefighter, police officer, teacher, vet
Unit 6 poster
Unit 6 cut-outs
Coloring pencils or crayons
A completed matching game to show the class if possible

Opener

- Revise the jobs vocabulary using the flashcards or the Unit 6 poster.

1 Make and play a matching game

1 If you have made a matching game, show this to the class. Say: *This is a matching game*. Make sure each child has seen it properly by taking it around the class.
2 Help students to find page 62. Look at the pictures together with the class. Say: *Look! The children are making a matching game. Here are the materials. They are coloring the people and then they can play the game.*
3 Explain to the class that they are going to make their own matching games, following the instructions in the pictures: *Now you try.*
4 Help students to find the Unit 6 cut-outs at the back of their Student's Books.
5 First, students color in their cut-out cards. Then they cut out and separate the cards and place them face down in a pile. Next they play in pairs. They take it in turns to turn over two of their cards and try to make a matching person. When they get a matching person, they say: *(He's) a (doctor).*
6 Monitor students' work. Ensure that they are taking turns and that they clean and tidy up when they finish.

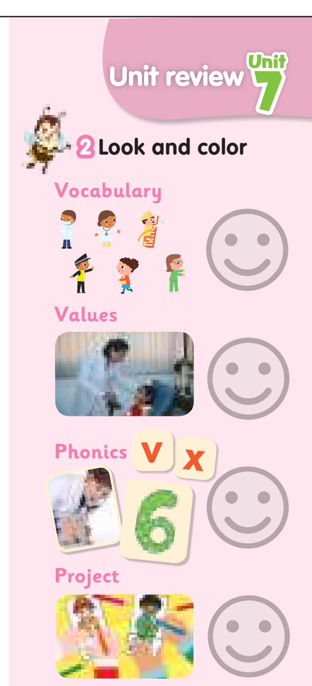


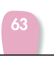
2 Look and say

1 Help students to show a matching person from their matching game to the class. Ask: *Who's this?* They can introduce them, by saying: *(He's) a (doctor).*
2 Praise their work: *Well done, everyone. Great matching games. I saw good coloring and good turn taking.*









LESSON 9 page 63

Objectives: To revise the unit content
To play dressing up with clothes for different jobs

Vocabulary: *dentist, doctor, firefighter, police officer, teacher, vet*

Language: *This is my (mommy). She's/He's a (vet).*

Materials: Student's Book, page 63
Class CD
Digital Toolkit
Unit 6 poster
Flashcards: dentist, doctor, firefighter, police officer, teacher, vet
Coloring pencils or crayons
Dressing up clothes and props for different jobs, including dentist, doctor, firefighter, police officer, teacher and vet

Opener

- Play the song from Lesson 1 again. Students sing along as much as they are able to.
- Look at the matching games that the children made in the previous lesson together, and talk about them as a class. Say: *What great matching cards. I can see a police officer with a green jacket*. etc.
- Ask children what they can remember from this unit: *What can you remember?* Look at the flashcards and poster together again and revise the unit vocabulary.

1 Show and tell

1 Help students to find page 63. Look at the page with the class, and explain that the children in the picture are playing dressing up with clothes for different jobs. Elicit the jobs by pointing to each child in turn and asking: *Who is she / he?* (firefighter, vet, police officer, doctor)
2 Say: *Let's dress up*.
3 Show the children the dressing up clothes and props. Either as a whole class or in small groups, children dress up for different jobs.
4 While they are dressing up, encourage students to use words and phrases that they have learned, such as: *She's a vet*.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Values* (listening to adults), *Phonics* (if they know the letter sounds /v/ and /ks/) and *Project* (for their matching games).
2 For each category, students color the smiley faces if they feel they have understood the section.

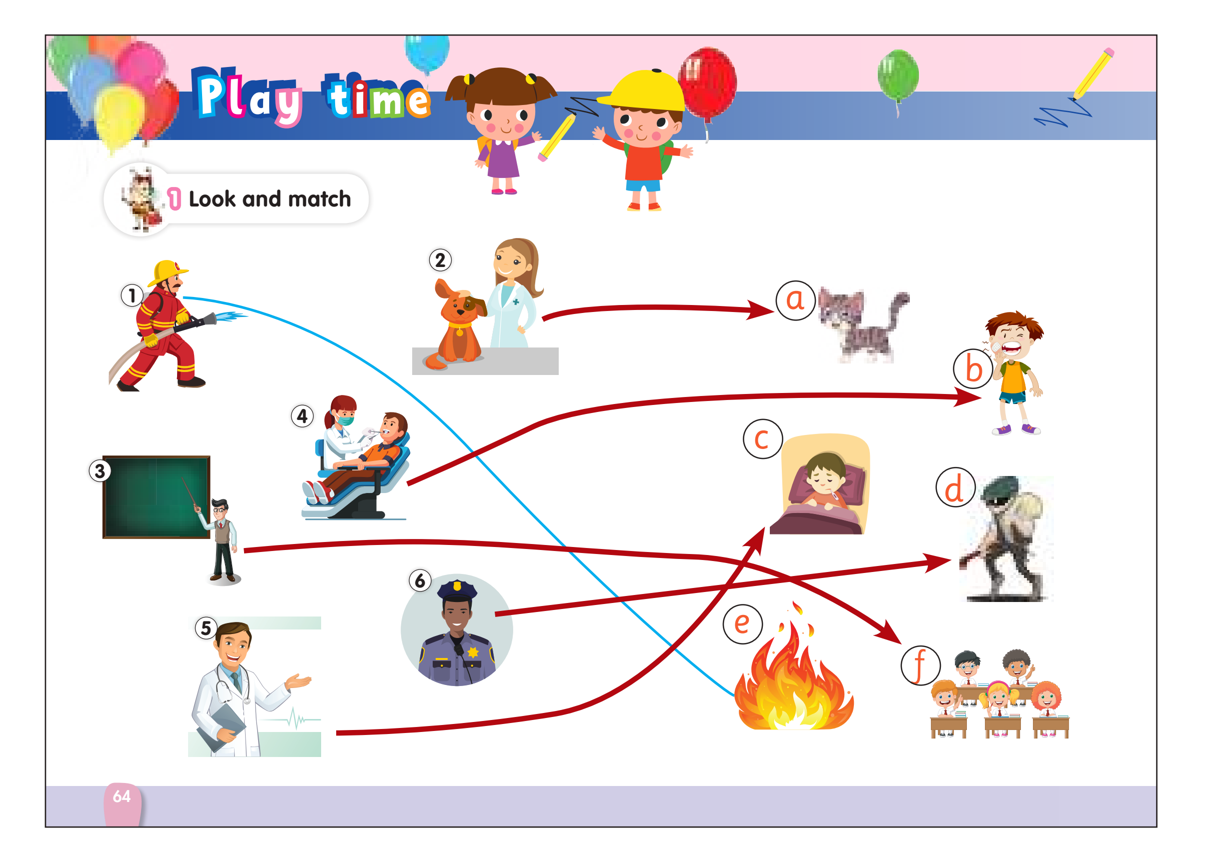


PLAY TIME page 64

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match

1 Help students find page 64 in their Student's Books. Ask them to point and name the first item.
2 Ask: *What is this?*
3 Students reply: *A fireman*.
4 Ask: *What does the fireman do?* Elicit *He puts out fire*.
5 Say *Well done!* and ask them to trace the line connecting the fireman to the fire with a finger.
6 Ask students to repeat the process for the remaining items.
7 Go around monitoring their work and praise their efforts.





PLAY TIME page 65



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and circle the odd one out

1 Help students find page 65 in their books.
2 Ask students to look at the first row on page 65. Name the first item. Say: *hen*. Ask students to name the three remaining items: *flower, tortoise, bear*.
3 Ask: *Which is the odd one out?*
4 Students reply: *The flower!*
5 Ask: *Why?*
6 Students reply: *Because it is not an animal!*
7 Say: *Well done!* and ask them to circle the flower.
8 Repeat with the items in rows 2, 3, and 4.

Teacher assessment

- Collect their books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.



LESSON 1 page 66

Objectives: To identify vocabulary for summer games in a picture
To listen to and sing along with a song

Vocabulary: *bike, kite, scooter, slide, swing, trampoline*

Language: *I've got a (bike).*

Materials: Student's Book, pages 66 and 67
Class CD
Digital Toolkit
Flashcards: bike, kite, scooter, slide, swing, trampoline; get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends; blue, green, orange, pink, purple, red, yellow
Unit 8 poster
A blue, pink, yellow, red, orange and purple coloring pencil or crayon for each child
Optional: toy animals: cat, cow, duck, horse, rabbit, sheep for the opener activity

Opener

- Play *Memory* (Games Bank, page 95) to review the animal vocabulary using either the flashcards or toy animals.
- Play *Color show* (Games Bank, Page 94) to review the colors *blue, green, red* and *yellow.* Roll or throw a soft ball or beanbag to a student and say: *Show me (red).* The student touches any item in the classroom, whether they know the word for it in English or not, that is the correct color. Alternatively, have some red, yellow, green and blue items on your desk or on the carpet for students to choose from.

Presentation

1 Present and practice the new words: *bike, kite, scooter, slide, swing* and *trampoline*.
2 Present the new vocabulary using the flashcards. Point to the *bike* and say: *bike*. Say: *Point and say.* Students repeat several times chorally and then individually.
3 Repeat the procedure for *kite, scooter, slide, swing* and *trampoline*.
4 Then point to each item in turn and ask: *What is this?* Students say the words. Vary the order you point to the items.



5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster, and ask: *What is this?* Encourage the student to say the word.

1 [CD 2.34] Listen and point

1 Help students to find page 66. Ask: *Who can you see in the picture?* (Adam and Dina).
2 Then ask students: *What can you see in the picture?* Point to an item and say: *This is a (bike)*. Students repeat. Repeat for the other objects (*kite, scooter, slide, swing, trampoline*). Ask students to tell you what outdoor games and toys they like to play with.
3 Ask them to tell you what else they can see in the picture: *What else can you see?* (cap, jumper, shorts, dress, hair, eyes, ears, nose, mouth, hands) Ask them about the color of the items in the vocabulary lozenge below, too. Ask: *What color is the (bike)?* (red, yellow and blue).
4 Say: *Listen and point*. Play the song on the CD. For each sentence, students point to the corresponding item in the picture.



Audioscript

Come on
Let's play!
I've got a scooter.
I've got a slide.
I've got a bike. It's time to go!

Come on
Let's play!
I've got a trampoline.
I've got a swing.
I've got a kite!

2  [CD 2.35] Sing

1 Play the song again on the next track for the karaoke version. Say: *Listen and sing*. Students gradually sing along with the song as much as they are able. Point to each item as it is mentioned. Add any suitable actions as you sing (mime flying a kite or bouncing on a trampoline, for example).
2 When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.



LESSON 1 page 67

1 Look and say

1 Help students to find page 67. Use the pictures on the page to elicit the words.
2 Point to an item and ask: *What's this?* Encourage students to respond in complete sentences: *It's a (bike).*

2  [CD 2.36] Listen and color

1 Review the colors using the flashcards, pencils or crayons. Make sure students each have a yellow, pink, purple, red, blue and orange coloring pencils or crayons.
2 Tell students they are going to listen to the CD and color the pictures. Say: *Listen and color.*
3 Play the first section of the CD. Students listen, choose their yellow coloring pencil or crayon, and color the slide yellow.
4 Repeat the procedure for the other sections on the CD and the outdoor games equipment.
5 Students point to their finished pictures and say: *It's a (bike). It's (blue).*

Audioscript

1 *It's a slide. It's yellow.*
2 *It's a scooter. It's pink.*
3 *It's a swing. It's purple.*
4 *It's a trampoline. It's red.*
5 *It's a bike. It's blue.*
6 *It's a kite. It's orange.*

Fast finishers



- Students draw and color a simple picture of a summer game/piece of outdoor equipment for a class display that can be used for practicing vocabulary.

Consolidation game

- Play *Go to the card* (Games Bank, page 94) with the unit flashcards.



LESSON 2

pages 68-69

Objectives: To use vocabulary for summer games in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new value (helping others)
To think of solutions for a problem

Vocabulary: *bike, kite, scooter, slide, swing, trampoline*

Language: *Let's play! Have you got a (swing)? Yes. / No. I've got a (swing).*

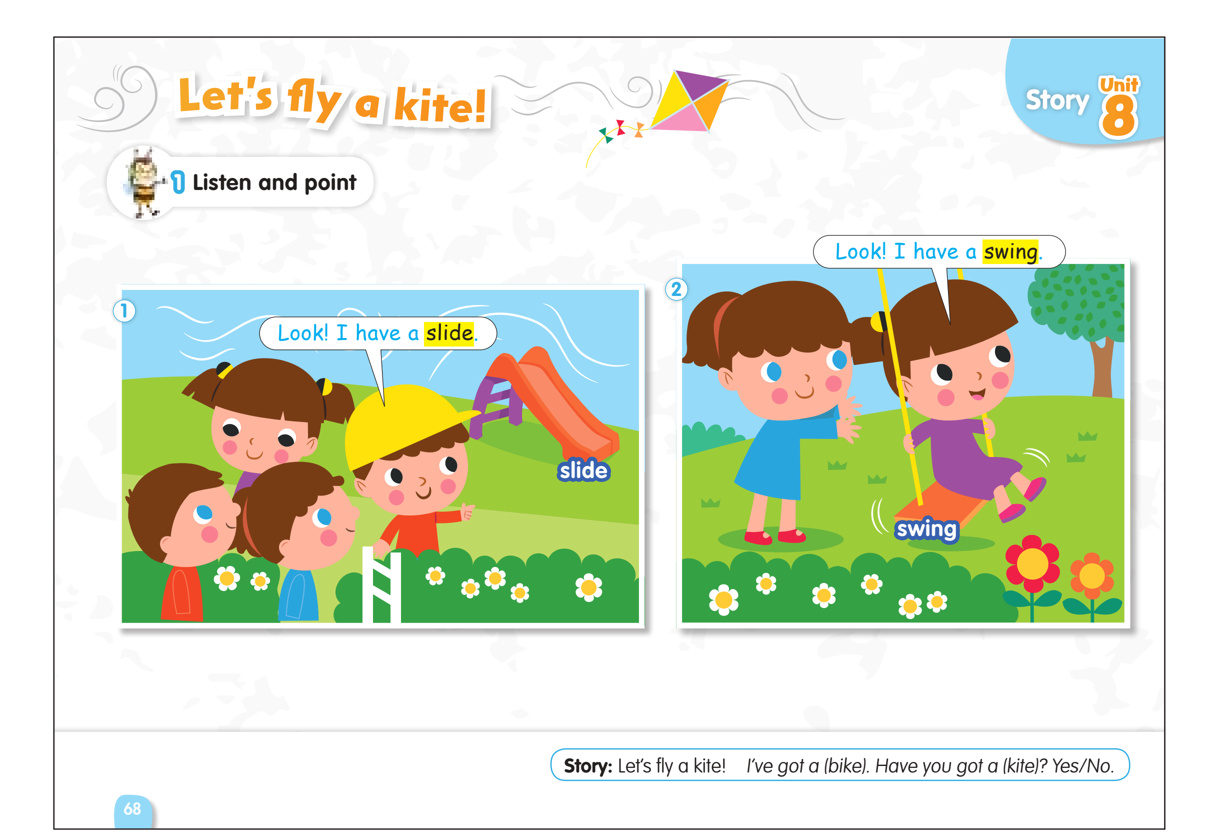
Materials: Student's Book, pages 68 and 69
Class CD
Digital Toolkit
Unit 8 cut-outs
Flashcards: bike, kite, scooter, slide, swing, trampoline
Optional: bikes in an outdoor area for children to practice riding

Opener

- Revise the summer games vocabulary with the class using the flashcards.
- Play the song from Lesson 1, page 66 again with the class and ask students to sing along as much as they can.

1 [CD 2.37] Listen and point

1 Help students to find page 68. Look at the story frames with the class. Ask them who they can see in the pictures by pointing to the characters and asking: *Who is this?* (Adam, Dina, Laila, Youssef and Busy Bee) Make sure students can remember the names of the characters. Explain that Laila and Youssef have come to play with Dina and Adam in their garden.







LESSON 2 pages 68-69

1 Ask: *What summer games can you see?* Elicit: *bike, kite, scooter, slide, swing* and *trampoline*.
2 Say: *Listen and point*. Play the CD from frames 1–4. Students listen and point to each frame.

Audioscript

1 Adam: *Hello, Laila! Hello, Youssef! Let's play!*
Look, I've got a slide!

2 Dina: *Come on, Laila!*
Laila: *Have you got a swing?*
Dina: *Yes, look! Let's play!*

3 Adam: *Come on, Youssef!*
Youssef: *Have you got a bike?*
Adam: *Yes, look!*
Youssef: *Have you got a scooter?*
Adam: *Yes, look! Let's play!*

4 Dina: *Come on, Laila! Let's jump!*
I've got a trampoline!



LESSON 2 pages 70-71

1 Ask students to predict what happens in the story: *What happens in the story?* Ask students for their guesses. You might want to focus attention on frame 5. Point to the kite and say: *Oh no! Look! The kite. What's wrong?* (The kite is flying away.)
2 Play frame 5, pause the CD. Look at the picture of the children holding onto the kite. It is very windy, and they are trying to pull the kite down. Ask students to think about what will happen next: *What will the children do? What will Busy Bee do?* What do students think?

Audioscript

5 **Dina:** *Come on, everyone!*
Laila and Youssef: *Have you got a kite?*
Dina: *Yes, look! Let's fly the kite! Whoooahh!*







LESSON 2 pages 70-71

1 Continue playing the story. Were students' predictions correct? (Busy Bee and lots of her friends pull the kite back down and save it from being blown away, which makes the children happy.)
2 Say: *Listen, point and say.* Play the story again. Students listen, point to each frame and join in with any words they can.
3 You could also play the CD and pause before each outdoor toy word, point to it in the book, and ask students to complete the sentences.

Audioscript

6 All: *Thank you, Busy Bee.*

We help each other!

- Look at the photograph with the class. Ask: *What can you see?* (The boy is riding a bike and his friend is helping him.) Can students ride a bike like this? Do their friends help? Does their bike have training wheels? If you have an outdoor area with bikes, you could let children practice cycling around. Encourage students to help each other.



LESSON 3 page 72

Objectives: To use vocabulary for summer games in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To listen to and arrange a picture story
To use drawings to narrate very short events

Vocabulary: *bike, kite, scooter, slide, swing, trampoline*

Language: *Let's play! Have you got a (swing)? Yes. / No. I've got a (swing).*

Materials: Student's Book, pages 72 and 73
Class CD
Digital Toolkit
Unit 8 cut-outs
Flashcards: bike, kite, scooter, slide, swing, trampoline
Optional: bikes in an outdoor area for children to practice riding

1 [CD 2.15] Listen, cut and stick

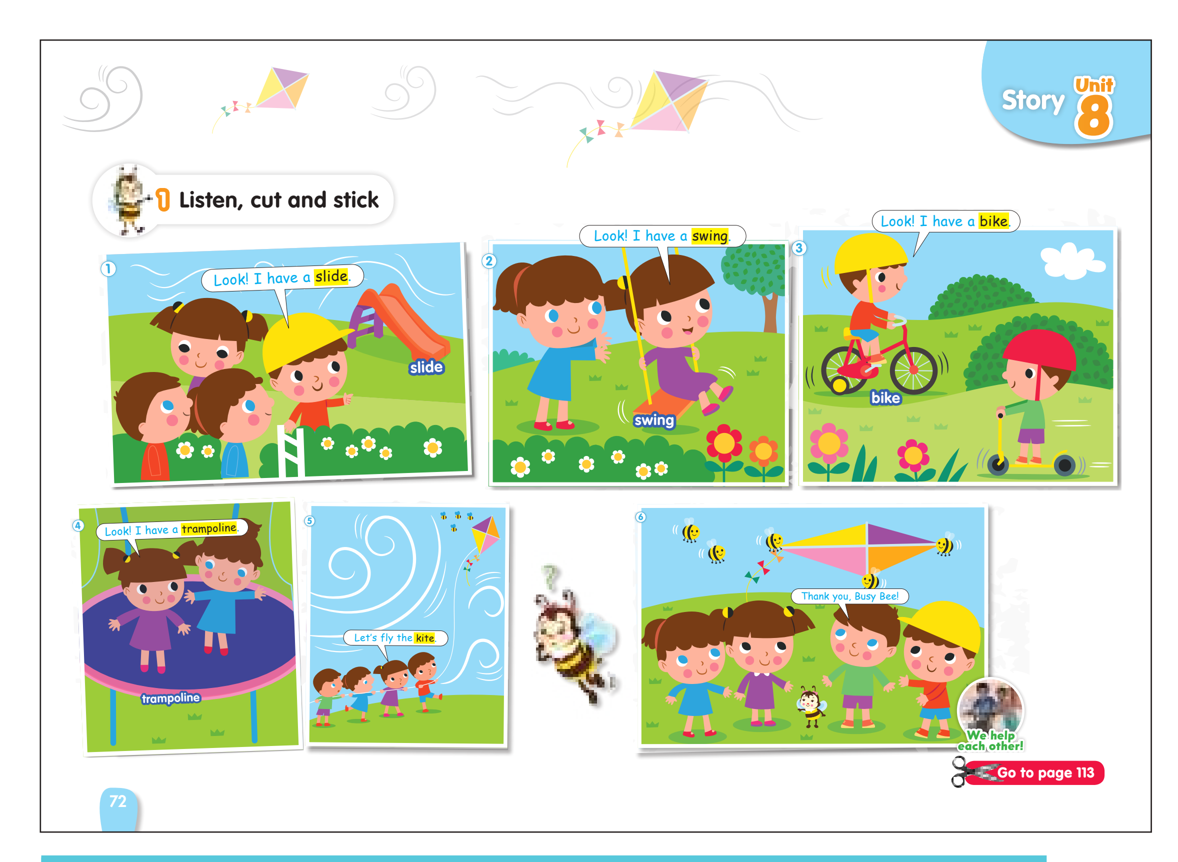
1 Help students to find the Unit 8 cut-outs at the back of their books. Remind students about the story they read the day before.
2 Help students to find page 72. Say: *Listen and choose*. Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.
3 Say: *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order.

Audioscript

1 Adam: *Hello, Laila! Hello, Youssef! Let's play!*
Look, I've got a slide!

2 Dina: *Come on, Laila!*
Laila: *Have you got a swing?*
Dina: *Yes, look! Let's play!*

3 Adam: *Come on, Youssef!*
Youssef: *Have you got a bike?*
Adam: *Yes, look!*
Youssef: *Have you got a scooter?*
Adam: *Yes, look! Let's play!*



Audioscript

4 Dina: *Come on, Laila! Let's jump!*
I've got a trampoline!

5 Dina: *Come on, everyone!*
Laila and Youssef: *Have you got a kite?*
Dina: *Yes, look! Let's fly the kite! Whoooahh!*

6 All: *Thank you, Busy Bee.*





LESSON 3 page 73

1  [CD 2.38] Listen, match and say

1 Help students to find page 73. Look at the pictures of the children in the top row with the class. Ask: *Who is this?* (Laila, Youssef, Dina, Adam) Then look at the pictures in the bottom row and elicit the words: *What is it?* Students say: *It's a (swing).*
2 Say: *Listen and point*. Play the CD. Students listen and point to the summer games as they hear them mentioned.
3 Then say: *Now listen again and match*. Play the first section on the CD, students listen and decide which summer game Laila has. (A swing) They draw a matching line from Laila to the swing, first with a finger and then with a pencil.
4 Repeat the procedure for the other characters and summer games.
5 Students point to their finished pairs of matched pictures, pretend to be the character, and say: *I've got a (swing).*

Audioscript

1 Laila: *I've got a swing!*
2 Youssef: *I've got a bike!*
3 Dina: *I've got a kite!*
4 Adam: *I've got a slide!*

Consolidation game

- Play *What's this?* (Games Bank, page 96) with the summer games vocabulary. Either use the flashcards, toy summer games or if possible, go outside or to a park and use the real items. Show a student an item, e.g. a bike, and ask: *What's this?* Help the student to reply: *It's a (bike).* Ask the class: *Is it a bike?* The class replies: *Yes, it's a (bike).* Swap roles, encouraging the student to hold or point to the same item and to ask you: *What's this?* This time, give the wrong answer, e.g.: *It's a (scooter).* Encourage the student to ask the class: *Is it a (scooter)?* The class replies: *No, it's a (bike).* Students can also play in small groups.

Unit 8

LESSON 4 page 74

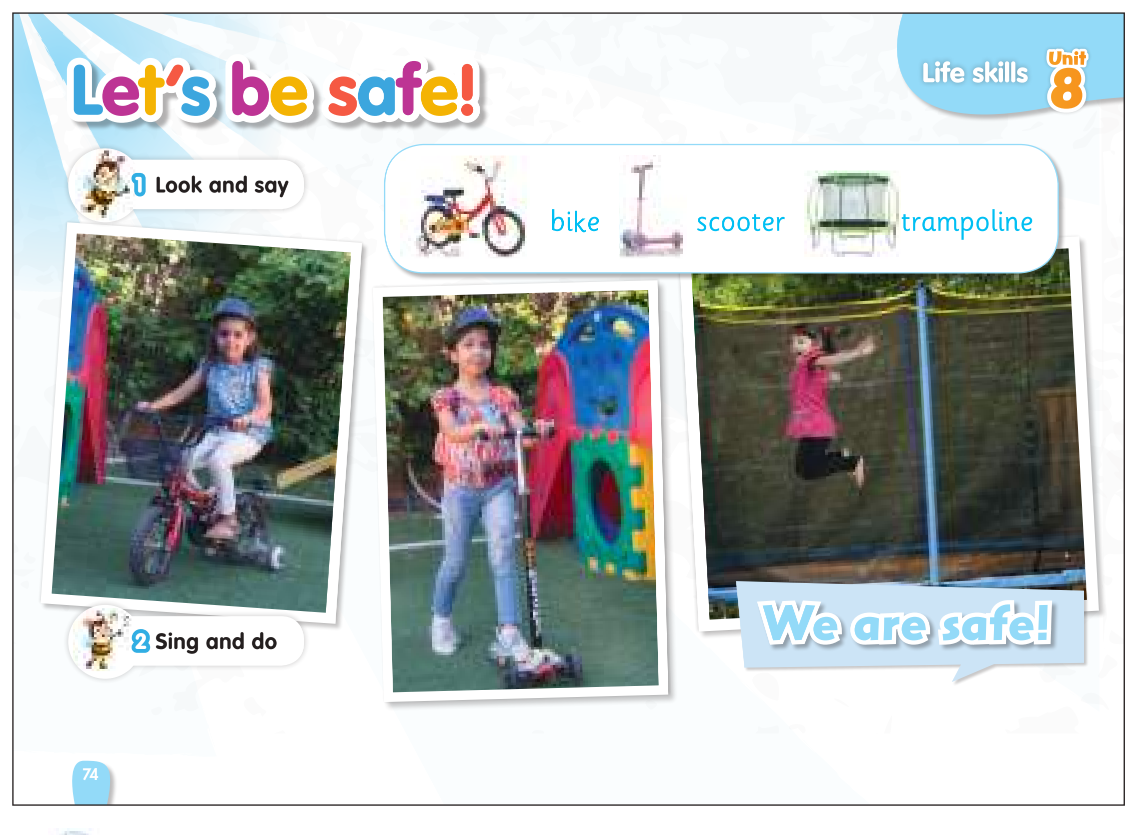
Objectives:	To use vocabulary for outdoor/summer games To reinforce the importance of playing safely To sing a song about playing safely
Vocabulary:	*bike, scooter, trampoline*
Language:	*Let's be safe. I ride my bike. I ride my scooter!* *I jump on my trampoline*
Materials:	Student's Book, pages 74 and 75 Class CD Digital Toolkit Flashcards: bike, kite, scooter, slide, swing, trampoline Coloring pencils or crayons

Opener

- Play *Guess the picture* (Games Bank, page 95) with the summer games items by drawing them on the board. After a few rounds, you could invite a child who has guessed correctly to come to the front to draw the next item.
- Play the story again from Lesson 2 again with the class. Encourage students to join in as much as they can.
- For further practice, students can also act out the story in small groups and perform it in front of the class.

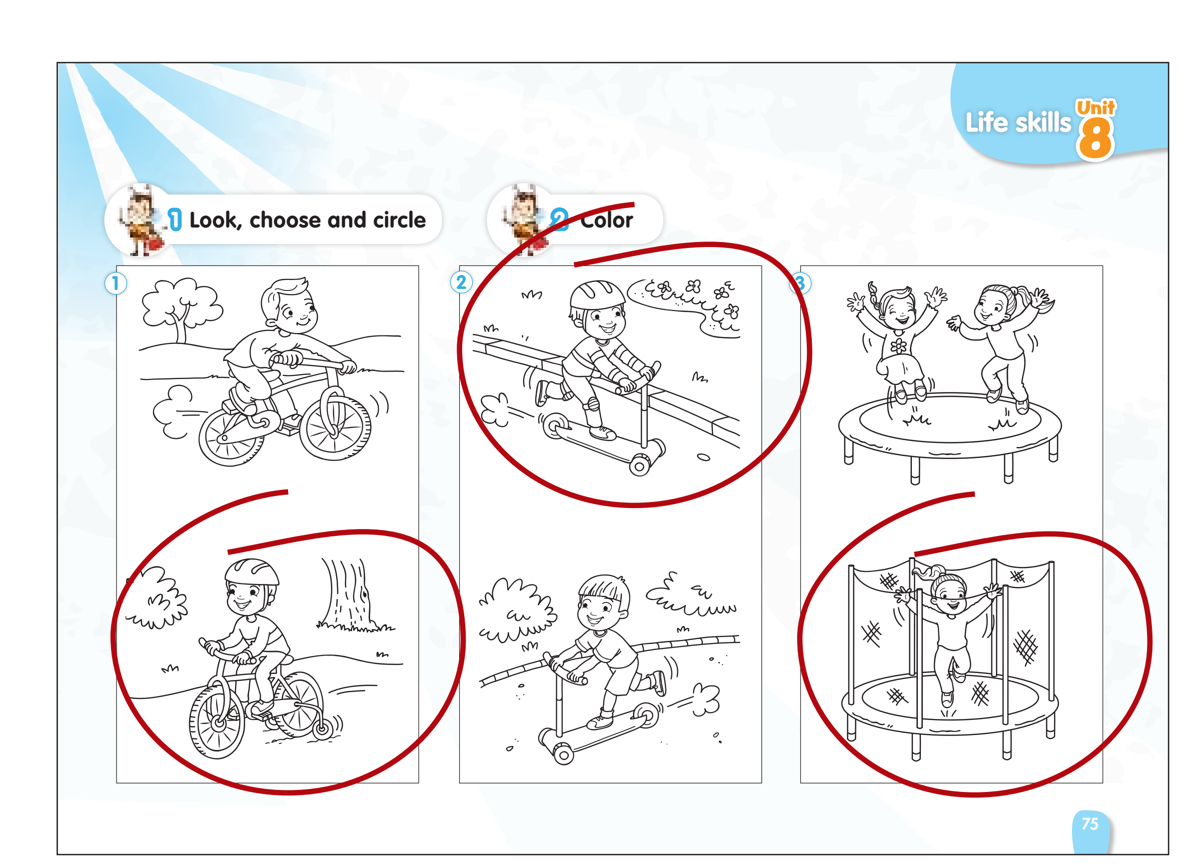
1 Look and say

1. Introduce the concept of playing safely with the class. Do students play safely at home? Do they wear a helmet when they ride their bike or scooter? Have they got a net on their trampoline? Is it important to play safely? Why?
2. Help students to find page 74. Point to the pictures at the top of the page (bike, scooter, trampoline). Point to the picture of the bike and say: *bike*. Students repeat after you. Repeat for the *scooter* and *trampoline*.
3. Say: *Now find*. Ask students to look and find the summer games in the photographs below. They can point and say the words together.



2 [CD 2.39] Sing and do

1. Say: *Listen and point*. Play the song on the CD. Students listen and point to each picture as each word is mentioned.
2. Play the song again. Students listen and do a mime for each verse. They mime riding a bike, riding a scooter and jumping on a trampoline as in the photographs.
3. Play the song a third time. Say: *Listen, sing and do*. Gradually, students sing along with the song. They do the actions as they sing.
4. When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.



Audioscript

Let's be safe!
I ride my bike with a helmet,
Like this!

Let's be safe!
I ride my scooter with a helmet,
Like this!

Let's be safe!
I jump on my trampoline with a net,
Like this!



LESSON 4 page 75

1 Look, choose and circle

1 Help students to find page 75. Look at the first pair of pictures on the page. Point to the bike and say: *What is it?* Students say: *It's a bike*. Explain that the girl is riding her bike safely in one of the pictures, and they have to choose which one. Students look at the pictures and decide which picture shows the girl riding safely (with helmet and training wheels). Students circle the correct picture (the bottom one).

2 Repeat the procedure for the pictures of the boy riding a scooter (top picture) and the girl jumping on a trampoline (bottom picture).

2 Color

1 Students color the *bike*, *scooter* and *trampoline*.

2 Go around and encourage them.

Fast finishers



- In pairs, students turn to their partner and say: *I ride my bike with a helmet*. They mime putting on their helmet, and getting on their bike and riding it.
- They can repeat this with: *I ride my scooter with a helmet* and *I jump on my trampoline with a net*.

Consolidation game

- Play *Point to the card* (Games Bank, page 95) with the summer games flashcards.



LESSON 5 page 76

Objectives: To revise the letters and letter sounds of the alphabet
To find words with the different alphabet sounds

Vocabulary: *apple, bike, book, cake, car, dentist, doll, elephant, firefighter, four, garden, guitar, hello, insect, jacket, kick, kite, lion, living room, mommy, nut, orange, pencil, piano, queen, rabbit, robot, salad, strawberry, teddy bear, two, umbrella, vet, water, six, yogurt, zoo*

Materials: Student's Book, pages 76 and 77
Class CD
Digital Toolkit
Unit 8 poster
Flashcards: 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Unit 8 photocopiable spinner and counters
Coloring pencils or crayons

Opener

- Revise the vocabulary for the summer games using the Unit 8 poster.

1 Play the game

1 Help students to find page 76. Look at the pictures on the game board with the class and identify the initial letter sounds and the items in the pictures. Ask: *What's this?* (*/æ/ apple, /b/ book, /k/ car, /d/ doll, /ɛ/ elephant, /f/ four, /g/ guitar, /h/ hello, /i/ insect, /ʤ/ jacket, /k/ kick, /l/ lion, /m/ mommy, /n/ nut, /ɒ/ orange, /p/ piano, /kw/ queen, /r/ robot, /s/ strawberry, /t/ teddy bear, /ʌ/ umbrella, /v/ vet, /w/ water, /ks/ six, /j/ yogurt, /z/ zoo*). Say the initial sounds and the words together with the class.

2 Explain to the students how to play the game. It can be played in either pairs or groups at their tables. Provide each pair or group with a spinner and counters from the photocopiable. Each student colors their counter in as they wish. Show them how to take turns by spinning the spinner and moving their counter the corresponding number of places along the board. Make sure they understand that they should all begin at the green flag in the top left-hand corner of the game board. When they land on a letter and picture they should say the letter sound and the name of the item they see. If they land on a Busy Bee they put their counter on the beehive and miss a turn. The first to finish is the winner.

3 Monitor carefully as they play the game, helping students to pronounce the letter sounds and words correctly.



2 [CD 2.42] Look and sing

1 Say: *Now, listen and point*. Play the CD. Students point to each item on the game board as they hear it mentioned.

2 Say: *Now, listen and sing*. Play the CD again. This time students sing along with the song as much as they can.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat with me!
/æ/ apple
/b/ book
/k/ car
/d/ doll
/ɛ/ elephant
/f/ four

Everyone listen
Listen to me
Listen and repeat
Repeat with me!
/g/ guitar
/h/ hello
/i/ insect
/ʤ/ jacket
/k/ kick
/l/ lion



Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat with me!
/m/ mommy
/n/ nut
/ɒ/ orange
/p/ piano
/kw/ queen
/r/ robot

Everyone listen
Listen to me
Listen and repeat
Repeat with me!
/s/ strawberry
/t/ teddy bear
/ʌ/ umbrella
/v/ vet
/w/ water
/ks/ six
/j/ yogurt
/z/ zoo

LESSON 5 page 77

1  [CD 2.43] Listen and count

1 Help students to find page 77. Explain that they need to listen to the CD, point to the numbers as they hear them and repeat.
2 Say: *Listen and count*. Play the CD. Students listen and point to each number as they say it.
3 For further practice, you can point at a random number and ask students to say it.

Audioscript

Narrator: *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.*

2 [CD 2.43] Sing a song

1 Play the song. Students gradually sing along with the song as much as they are able. Point to each number flashcard as each verse is sung.
2 Encourage confident students to sing the song individually in front of the class.

Audioscript

Let's count from 10 to 20!
Let's count from 10 to 20!
10, 11, 12
13, 14, 15
16, 17, 18
19 and 20!
Let's count, Let's count, Let's count from 10 to 20!



LESSON 6 page 78

Objectives: To count syllables in words
To sort words into groups according to the number of syllables that they have
To trace and write words correctly
To combine syllables to form words
To pronounce consonant blends
To recongnize consonant blends in spoken words
To sort words into their basic categories in order to demonstrate understanding of a concept

Materials: Student's Book, pages 78 and 79
Class CD

Opener

- Revise the vocabulary for toys and play equipment, using the flashcards and/or real items.
- Use flashcards to play a game *What's missing* (Games bank, page 96) to practise the vocabulary again and reinforce it.

Presentation

1 Review the character names: *Adam, Dina, Laila and Youssef*. Say each of the names slowly, counting the syllables on your fingers, *A-dam, Di-na, Lai-la, You-ssef*. Encourage students to copy you. Each of these names has two syllables.
2 Continue the exercise with other known words, and introduce words with 1 syllable (ball, car, kite, slide, etc.) and 3 syllables (elephant, eraser, etc.). Encourage students to identify the difference between 1, 2 and 3 syllable words.

1 [CD 1.3] Listen and match

1 Point to the first picture and ask: *What is this?*
2 When students say bike, ask them if it has 1 syllable, 2 syllables or 3 syllables. Elicit 1 and show them that the word is connected to the box which says '1 syllable'.
3 Tell the class that you will play the CD one word at a time. They should listen carefully and join the word to the correct box according to the number of syllables in the word.
4 Play the CD. Stop after each word to allow students to complete the task.
5 Play the CD again so that students can check their own answers.
6 Then play one more time and check answers as a class. Count the syllables of each word on your fingers and encourage students to do the same.



Audioscript

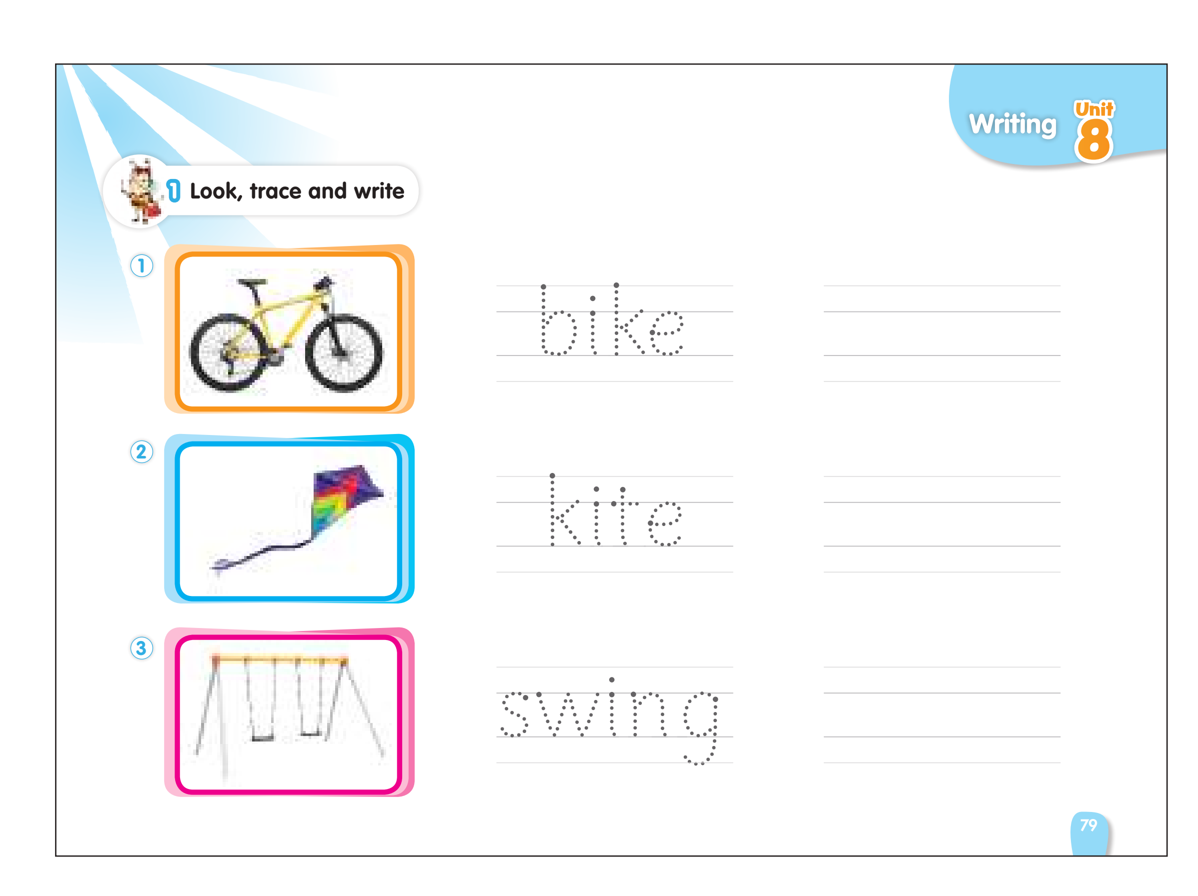
bike, scooter, swing, trampoline

2 [CD 1.4] Listen again and say

1 Hold up a book.
2 Say: *Listen again and say*. Play the CD, one word at a time. Students should repeat the words and count the syllables on their fingers.

Audioscript

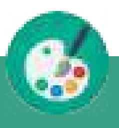
bike, scooter, swing, trampoline



LESSON 6 page 79

1 Look, trace and write

1 Point to each picture on page 79 and ask: *What is it?*
2 Elicit the names of the play equipment and encourage students to answer in full sentences (It's a bike. etc.)
3 Ask students to look carefully at the words and where each letter sits on the lines.
4 Practice writing bike in the air with one finger. Encourage students to copy you. Repeat for the other words.
5 Ask students to trace the words carefully, and then write each word.
6 Allow students time to work on this. Walk around the class as they work and help as necessary. Encourage them to form the letters correctly.



Fast finishers

- Ask fast finishers to play *Tracing letters* (Games Bank, page 96) in pairs. If letters are easy, they can write full words too.

Consolidation game

- Play *Guess the picture* (Games Bank, page 95) to revise toys and play equipment.



LESSON 7 page 80

Objectives: To use vocabulary related to safety rules
To listen to and follow safety signs
To learn about traffic signs
To differantiate between similarities and differences

Vocabulary: *throw, trash, walk, go, stop*

Language: *Throw/Don't throw trash here. Walk. Go. Stop!*

Materials: Student's Book, page 80
Ready-made safety signs

Opener

- Play *Point to the card* (Games Bank, page 95) with the *bike, kite, scooter, slide, swing* and *trampoline* flashcards to practice the summer games vocabulary.

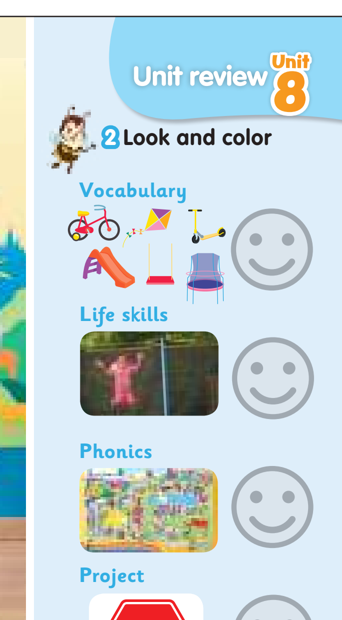
1 Listen and say

1 Help students to find page 80. Explain to the students what each sign means as indicated in the book.
2 Point to frame one and describe that in the sign there is a man throwing the trash in the trash can, which means that we should do the same.
3 Repeat for the other frames: *Don't throw trash, Walk, Go!* and *Stop*.
4 Encourage students to compare between the *throw trash* and *don't throw trash* signs highlighting the similarities and differances.
5 Tell students that they can make similar signs with their parents at home and bring them to the next lesson.











LESSON 8 page 81

Objectives: To revise the unit content
To role-play being safe

Vocabulary: *bike, kite, scooter, slide, swing, trampoline*

Language: *I've got a (bike). Have you got a (scooter)? Yes. / No.*

Materials: Student's Book, page 81
Class CD
Digital Toolkit
Unit 8 poster
Flashcards: bike, kite, scooter, slide, swing, trampoline
Numbers poster
Role-play resources: for example, police officer/firefighter dressing up clothes, toy road signs, material for a road, bikes, scooters, helmets, etc.
Students' signs from Lesson 6
Coloring pencils or crayons

Opener

- Ask the children what they can remember from this unit. Look at the flashcards and posters together again and revise the unit vocabulary.

1 Show and tell

1 Help students to find page 81. Look at the photo with the class, and explain that the children are pretending to cross the road. They are looking and listening, and a police officer is helping them to cross the road safely.
2 Create a road on the floor. Invite five children to come and role-play crossing the road safely. You could invite one child to dress up as a police officer or a teacher, who is helping the children to stay safe. Invite children to add their own ideas to the scene.
3 Provide helmets, bikes, scooters, police and firefighter dressing up clothes, toy road signs and anything else that the children could you use to role-play being safe. Invite the children to work in small groups to prepare a *Being safe* scene to show the rest of the class.
4 Invite each group to show their role-play. Congratulate the children on their excellent ideas.
5 Students can also do this activity in pairs.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Values* (if they understand about playing safely) and *Phonics* (if they know the letter sounds of the alphabet).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.

Fast finishers

- Ask students to look back in their books and find the activity they found most enjoyable. Alternatively, you could ask them to look at the activity they found most difficult.

Consolidation game

- Students choose which game or games to play to revise vocabulary from this unit or from any of the units in the book. Ask students for suggestions, let them vote, and play the most popular games.

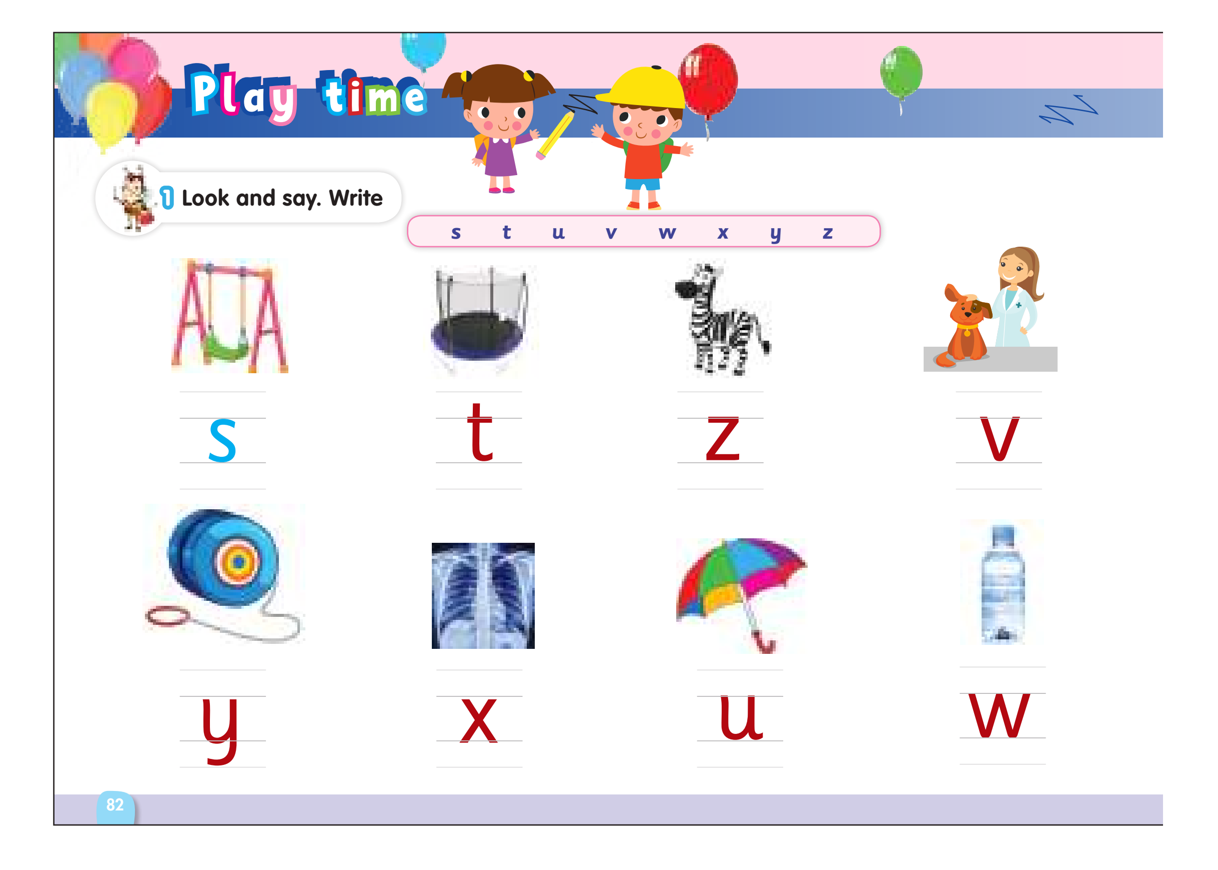


PLAY TIME page 82

- *Play time* pages give students extra practice of the language in the unit. They can be complete at any time and are ideal for fast finishers.

1 Look and say. Write

1. Tell students to look carefully at the pictures and the letters. They need to say the word and write the correct letter on the lines.
2. Remind students of the letters *t, u, v, w, x, y* and *z*.
3. When they have written all the letters, they can show their partner and say the words.







PLAY TIME page 83



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and say

1 Look at the picture of the apple with the children and ask: *What's this*? Elicit: *It's an apple, /æ/ apple*. Students repeat chorally and individually.
2 Repeat for the rest of the picture.
3 In pairs, students take turns to point to the pictures in random order and say the letter sound and word *(/æ/ apple, /b/ bike, /k/cake, /d/ dentist, /ɛ/ elephant, /f/ firefighter, /g/ girl, /h/ hello, /ɪ/ in, /dʒ/ jacket, /k/ kite, /l/ living room, /m/ mommy, /n/ nut, /ɒ/ orange, /p/ pencil, / kw/queen, /r/ rabbit, /s/ salad, /t/ two, /ʌ/ umbrella, /v/ vet, /w/ water, /ks/ six, /z/ zebra*).

2 Color

1 Students color the pictures.



PLAY TIME page 84





- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and color

1 Point to the traffic lights and ask students: *What is this*?
2 Students reply: *Traffic lights*.
3 Say *Well done*! and elicit the three colors associated with traffic lights: *red*, *yellow* and *green*.
4 Ask the students to color the traffic lights accordingly with red on top, yellow in the middle and green at the bottom.
5 Ask them to color the stop sign at the bottom left of the page using red.

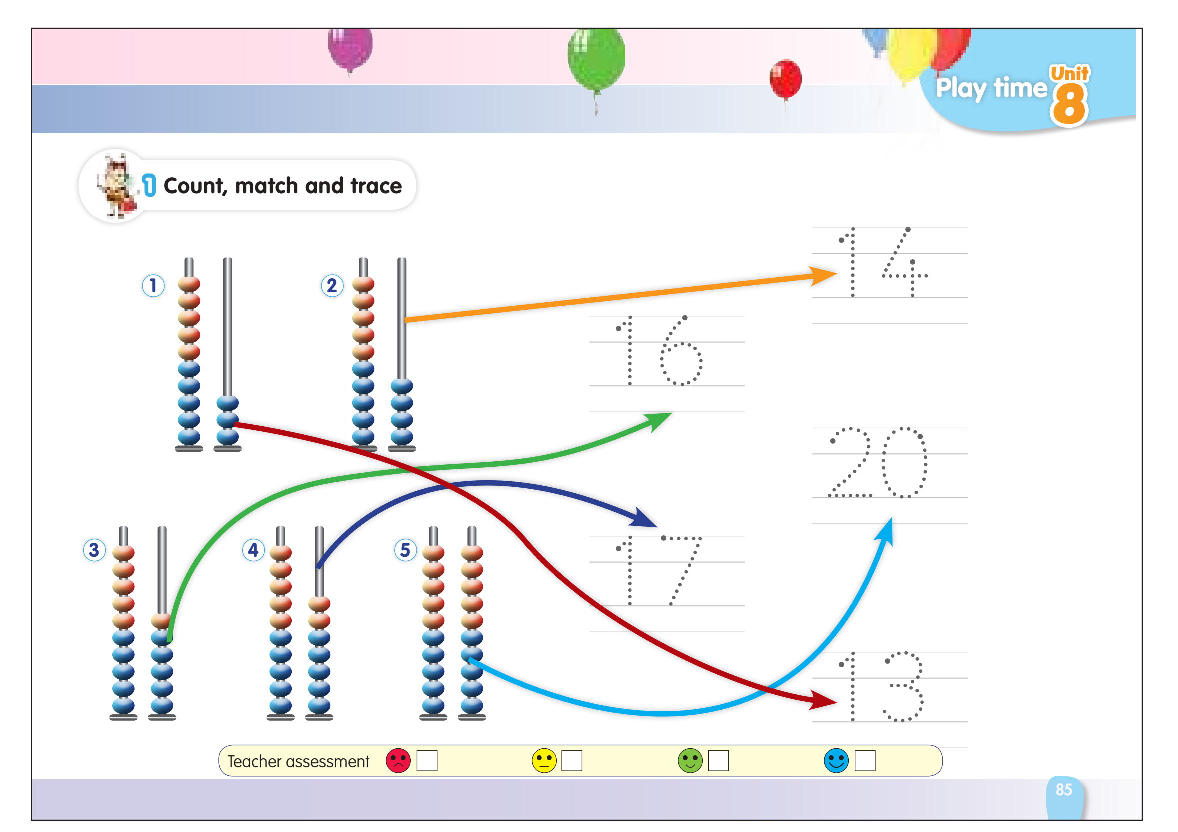
2 Trace

1 Remind students that red means "stop", yellow means "get ready" and green means "go". Tell them to trace the words that correspond to the lights.
2 Go around monitoring. Praise their efforts.











PLAY TIME page 85

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count, match and trace

1 Ask students to count the beads in number 1. Say: *How many beads can you count*?
2 Elicit *13* and ask the student to draw a line to number 13. They then trace the number.
3 Repeat the process for the remaining numbers and beads.

Teacher assessment

- Collect their books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding

LESSON 1 page 86

Objectives: To revise the vocabulary from Units 5–8

Language: Unit 5: *cake, ice-cream, pizza, salad, water, yogurt*
Unit 6: *dentist, doctor, firefighter, police officer, teacher, vet*
Unit 7: *cat, cow, duck, horse, rabbit, sheep*
Unit 8: *bike, kite, scooter, slide, swing, trampoline*

Materials: Student's Book, pages 86 and 87
Class CD
Digital Toolkit
Flashcards: Units 5–8 flashcards; numbers 11 - 20
Units 5–8 posters

Opener

- Revise the vocabulary from Units 5-8 with a game of *Guess the picture* (Games Bank, page 95).

1 [CD 2.45] Listen and point

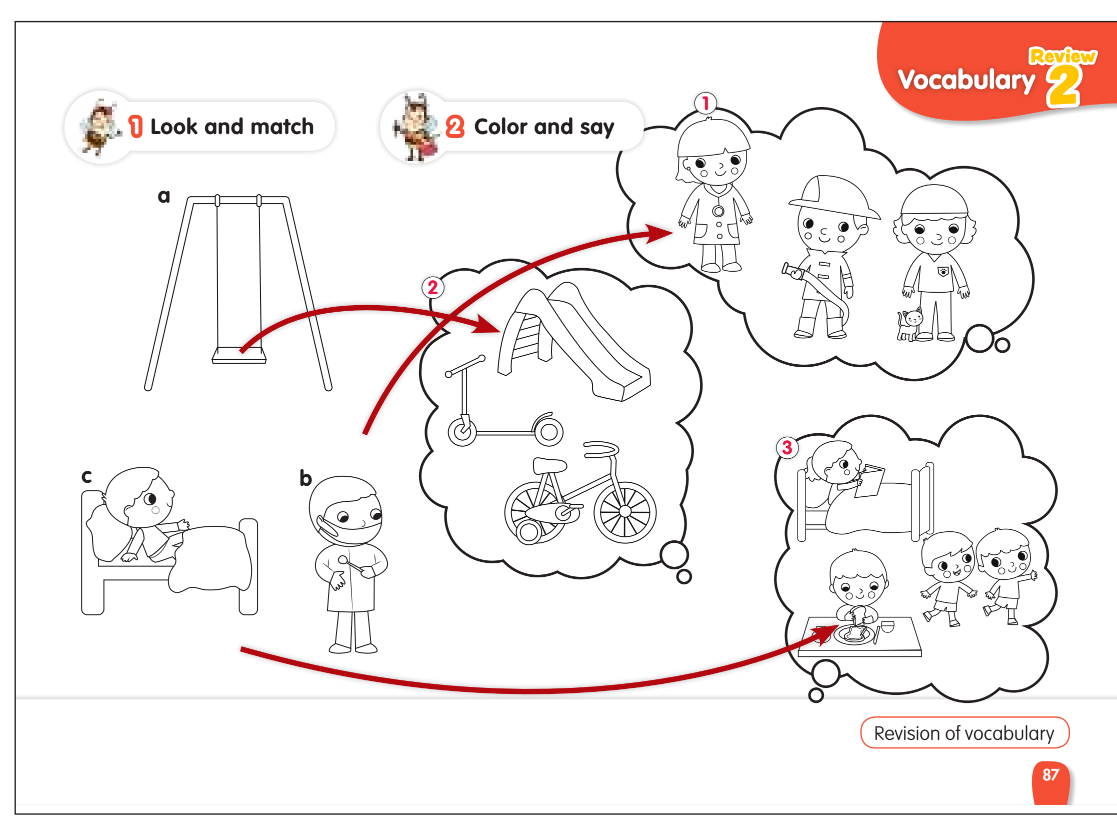
1 Help students to find page 86. Point to Adam, Dina, Youssef, Laila and Busy Bee in turn and ask *Who's this?*
2 Explain that there are five paths on the page. Ask students what they can see in the first path of pictures. Point to the cow and ask *What's this?* Students say *It's a cow*. Ask students to identify the other pictures on the path (cat, sheep, horse, rabbit).
3 Repeat the procedure for the other four paths of pictures.
4 Say *Listen and point*. Play the CD. For each path, students point to the corresponding picture).



Audioscript

1 **Adam**: *cow, cat, sheep, horse, rabbit*
2 **Dina**: *doctor, dentist, police officer, astronaut, vet, teacher*
3 **Youssef**: *cake, pizza, yogurt, salad*
4 **Laila**: *bike, scooter, slide, swing, kite, trampoline*
5 **Busy Bee**: *11, 12, 13, 14, 15, 16, 17, 18, 19, 20*

5 For further practice of foods, jobs, animals and summer games, say *Show me (cat)*. Students point to the cat. For variety, you could ask a confident student to take the teacher role.



2 Color the star

1 Students color the star on the right side of the page to show they have revised the words.

LESSON 1 page 87

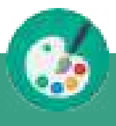
1 Look and match

1 Help students to find page 87. Point to the pictures on the left-hand side of the page. Ask *What's this?* Elicit *swing*, *dentist* and *get up*.
2 Then point to the pictures in the three clouds on the right-hand side of the page and elicit the words. (Cloud 1: doctor, firefighter, vet; Cloud 2: slide, scooter, bike; Cloud 3: go to bed, play with my friends, have breakfast.)
3 Point to the picture of the swing again, and tell students that they have to find the correct cloud for the item. Encourage them to choose the second cloud, which has other summer games in it, and to draw a line from the swing to the cloud of summer games items.
4 Repeat the procedure for the dentist and get up and the other clouds.

2 Color and say

1 Tell students to color the pictures on the page: *Color the pictures. Use a lot of different colors.*
2 Then say: *Now say*. Students look at their pictures and say: *It's a (bike). It's (orange).*

Fast finishers



- Students play *Point to the card* (Games Bank, page 95) in pairs or small groups to practice any of the words from the page.

Consolidation game

- Play *Point to the cards* (Games Bank, page 95) with the flashcards from Units 5–8.

LESSON 2 page 88

Objectives: To revise the language from Units 5–8

Language: Unit 3: *This is the (bedroom). Where's (Dina)? She's in the (kitchen).*
Unit 4: *I (get up). I (have breakfast).*
Unit 6: *This is my (mommy). She's / He's a (vet).*
Unit 8: *I've got a (bike). Have you got a (scooter)? Yes. / No.*

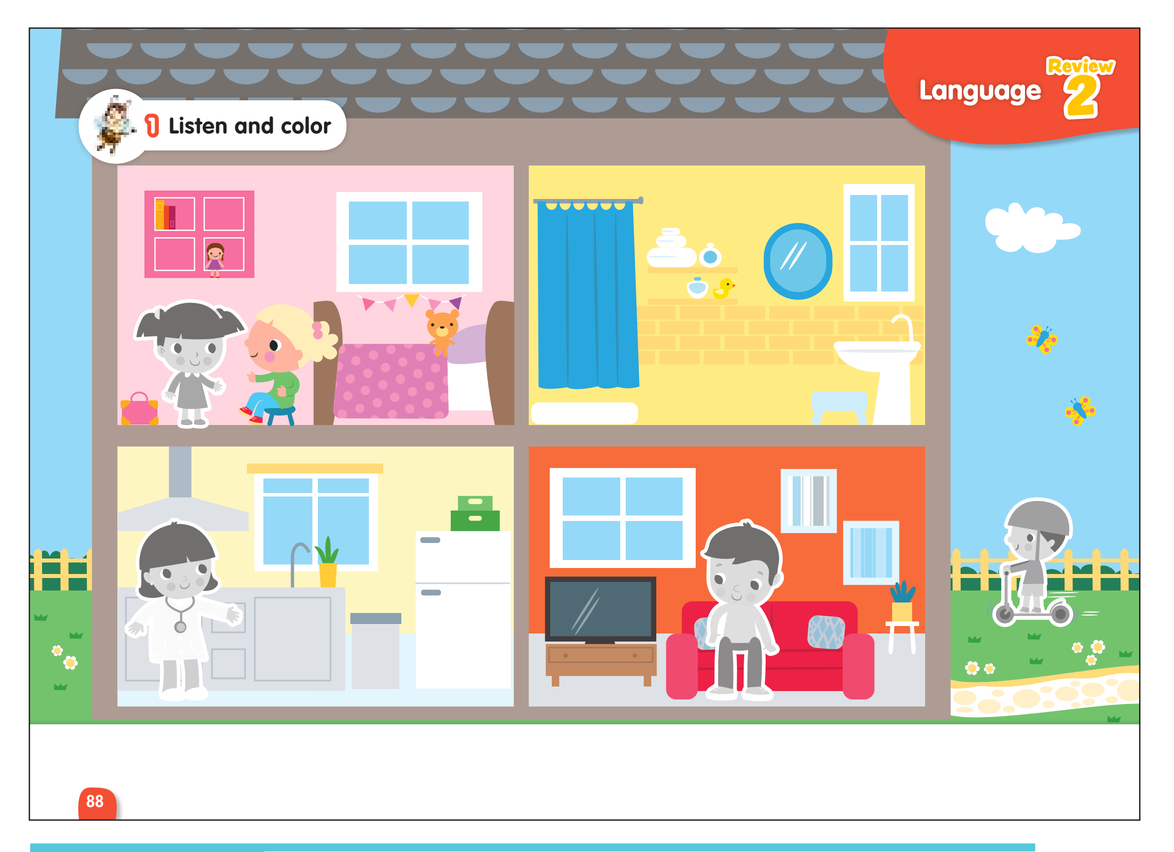
Materials: Student's Book, pages 88 and 89
Class CD
Digital Toolkit
Flashcards: Units 5–8 flashcards

Opener

- Play *What's missing?* (Games Bank, page 96) to revise the vocabulary from Units 5–8.

1 [CD 2.46] Listen and color

1 Help students to find page 88. Look at the picture with the class. Ask students what and who they can see in the pictures. Point to a character and ask *Who is this?* (Adam, Dina, Daddy, Mommy) Make sure students can remember the names of the characters.
2 Then point to items on the page and ask *What is it?* (house, living room, kitchen, bathroom, bedroom, garden, doctor, play with my friends, scooter, teddy bear, doll, book).
3 Tell students they are going to listen and color the pictures on the page as they hear them mentioned.
4 Say *Listen and color.* Play the CD, pausing after each section. Students listen and color the pictures of Daddy, Mommy, Dina and Adam.



Audioscript

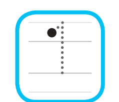
1 Dina: *Where's daddy?*
Adam: *He's in the living room.*
2 Dina: *This is my mommy. She's a doctor.*
3 Dina: *I play with my friends.*
4 Adam: *I've got a purple scooter.*

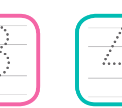
5 Say *Point and say.* Play the CD again. Students listen, point to each item or charcter and join in with any words they can.
6 You could also play the CD and pause before 'living room', 'doctor', 'friends' and 'scooter' and ask students to complete the sentences.

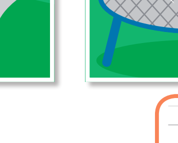




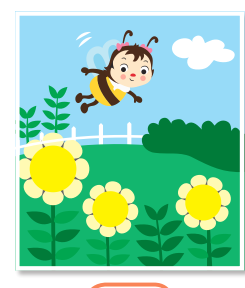












Revision of language



LESSON 2 page 89

1 [CD 2.47] Listen and number

1. Help students to find page 89. Ask them to look at the first picture on the left. Ask *What is this?* (I go to school.) Repeat the procedure for the other pictures. (trampoline, in the garden, mommy / teacher)
2. Tell students that they are going to listen to a sentence on the CD and trace the number 1 in the box on the top line, then write the number 1 under the picture that matches what they hear.
3. Say: *Listen*. Play the first section on the CD. Students listen. Then say: *Now listen again and write the number 1*. Students trace the number 1 and then copy it in the box next to the picture of the boy and his mommy, who is a teacher.
4. Repeat for the rest of the CD and the pictures and numbers.

Audioscript

1 Boy : *This is my mommy. She's a teacher.*
2 Girl : *I go to school.*
3 Girl 1: *Where's Busy Bee?*
Girl 2: *She's in the garden.*
4 Boy : *I've got a trampoline.*

Fast finishers



- Students practice the vocabulary from Units 5–8 with a partner using the pages in the book. One student points to an item and asks *What's this?* Their partner replies *It's a (trampoline).*

Consolidation game

- Play *What's this?* (Games Bank, page 96) with the parts of the house, jobs, daily routine and summer games vocabulary.

LESSON 3 page 90

Objectives: To revise all the sounds and letters

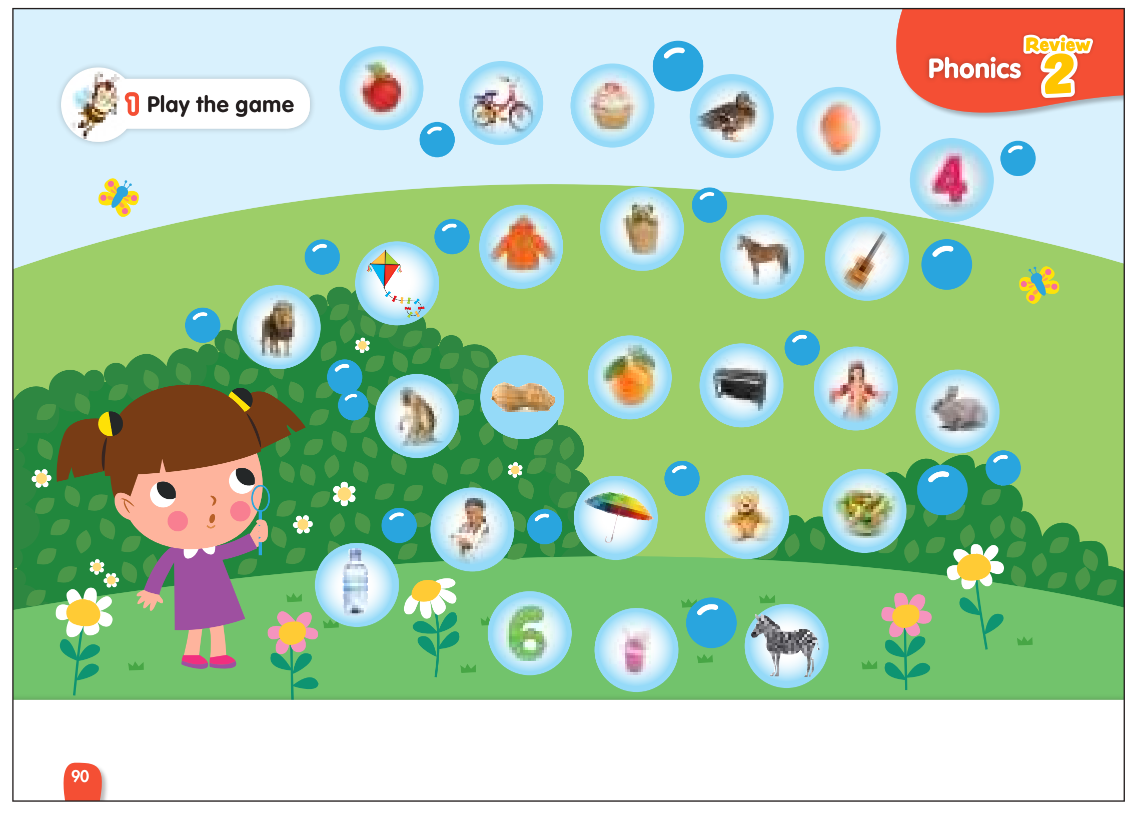
Materials: Student's Book, pages 90 and 91
Class CD
Digital Toolkit
Phonics cards: all of the phonics cards from the course
Review 2 photocopiable letters, one set per child
A cloth, paper bag or an envelope per pair
Coloring pencils or crayons for each child

Opener

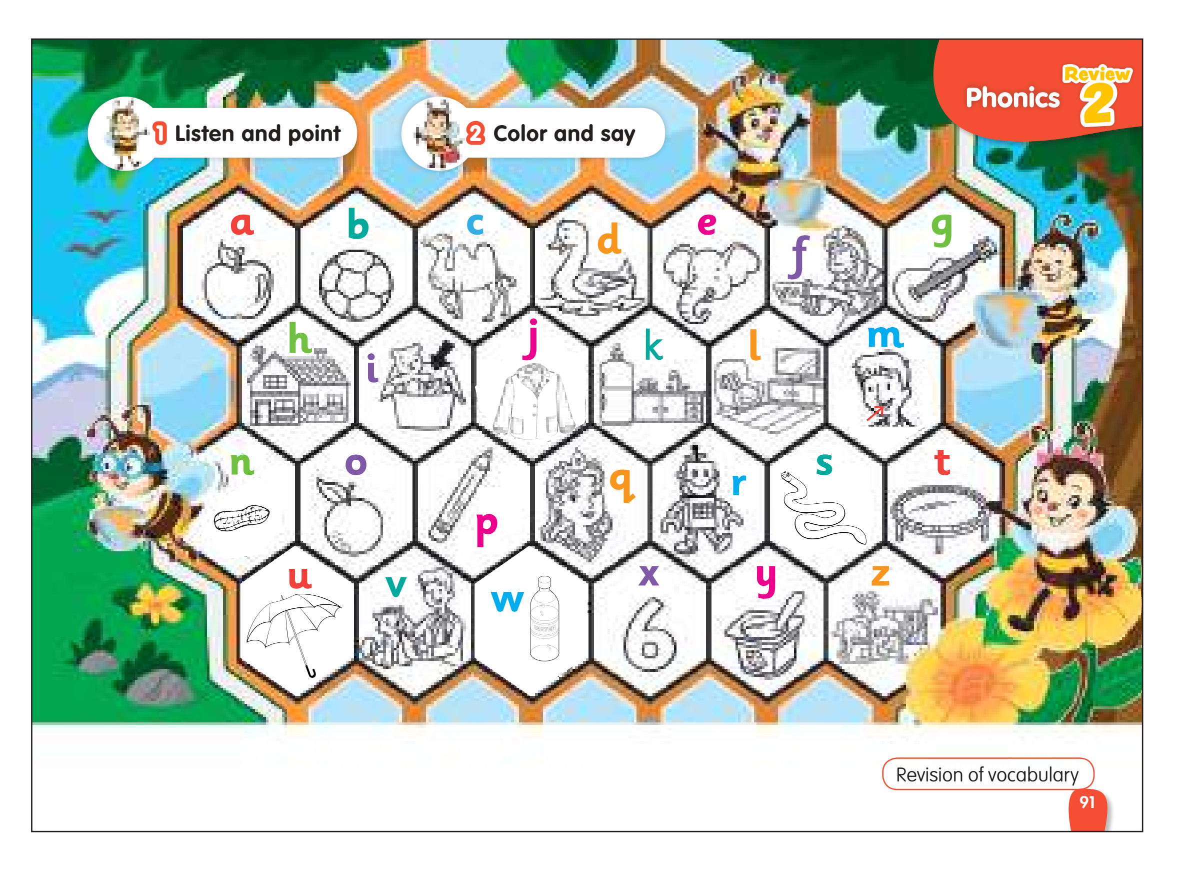
- Revise the sound /æ/ using the *a/apple* phonics card. Show the picture on the phonics card and ask *What's this?* Elicit: *apple*. Then say: *apple*. Students repeat after you.
- Show the letter side of the phonics card and say: /æ/. Students repeat the sound /æ/ with you.
- Then show the picture on the card again and elicit *apple*. Flip the card from the letter side to the picture side so that students are saying /æ/… *apple*.
- Repeat the procedure for the other letters b–z and their sounds.

1 Play the game

1. Help students to find page 90. Say: *Look! A game*. Point out that there are bubbles on the page, each containing a picture which starts with a sound students have learned. Use the pictures to elicit the vocabulary and sounds. Point to the apple and elicit *apple, /æ/, apple*. Repeat with the other pictures and letter sounds.
2. Put students into pairs. Distribute one copy of the Review 2 photocopiable letters to each student.
3. Demonstrate how to play the game. Ask students to place their letters in front of them with their books open. Point to a picture and ask students to identify what they can see. Hold up the letter l and say the sound /l/. Ask students to repeat with you. Ask them to find and hold up their /l/ card. Say *Let's find a /l/ word*. Say *That's right; lion*. Demonstrate how to place the letter l on top of the picture of the lion. Repeat a number of times with different sound cards.
4. Pairs place their letter cards into a bag or an envelope. They take turns to remove one letter from the bag at a time. They say the letter sound and place it on a bubble on their own Student's Book game board which represents a word with this initial sound (apart from six, which is the final sound). If they take out an initial sound that they already have on their game board, they return it to the bag or envelope and they miss a go. The aim is to be the first player to cover each of the bubbles with the correct sound.



5. Circulate, making sure that children are taking turns and are pronouncing the letter sounds correctly.
6. They can play the game more than once if time allows.



LESSON 3 page 91

1 [CD 2.48] Listen and point

1 Help students to find page 91. Look at the first picture on the page and ask: *What is it?* (apple). Say *Apple, /æ/, apple*. Then look at other pictures on the page and ask students to say the words. Say: *Now listen and point*.
2 Play the CD. Students listen to the words and point at the pictures.

Audioscript

/æ/ apple	*/ʤ/ jumper*	*/s/ snake*
/b/ ball	*/k/ kitchen*	*/t/ trampoline*
/k/ camel	*/l/ living room*	*/ʌ/ umbrella*
/d/ duck	*/m/ mouth*	*/v/ vet*
/ɛ/ elephant	*/n/ nut*	*/w/ water*
/f/ firefighter	*/ɒ/ orange*	*/ks/ six*
/g/ guitar	*/p/ pencil*	*/j/ yogurt*
/h/ house	*/kw/ queen*	*/z/ zoo*
/I/ in	*/r/ robot*	

2 Color and say

1 Tell students that they are going to color the pictures: *Let's color.*
2 Point to the picture of the apple. Say: *Color the apple*. Students color the apple. Then say: *Now tell your partner*. Students point to their apple and say: *It's an apple*. *It's (green)*.
3 Repeat for the rest of the pictures.

Fast finishers



- In pairs, students play *Tracing letters* (Games Bank, page 96) to revise all the letter sounds.

Consolidation game

- Play *Circle it* (Games Bank, page 94) to revise all the letter sounds.

LESSON 4 page 92

Objectives: To revise the vocabulary from Units 1–8
To revise the language from Units 1–8
To listen to and practice a dialogue in pairs
To make a game
To play with a game

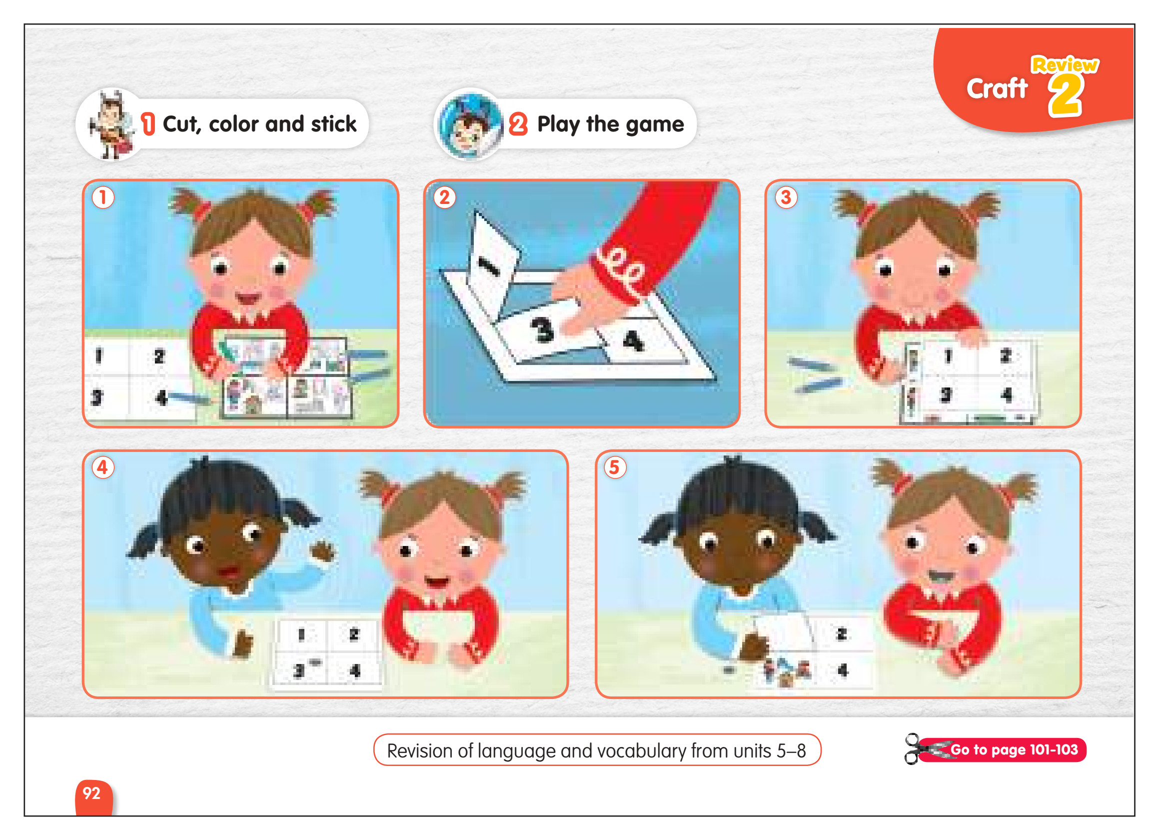
Vocabulary: Units 1-8: *bathroom, bedroom, garden, house, kitchen, living room, dentist, doctor, firefighter, police officer, teacher, vet, get up, go to bed, go to school, have breakfast, have dinner, have lunch, play with my friends, bike, kite, scooter, slide, swing, trampoline, climb, hop, jump, kick, run, drum, guitar, piano, flute, triangle, cake, ice-cream, pizza, salad, water, yogurt, cat, cow, duck, horse, rabbit, sheep*

Language: *Unit 1: Hello. What's your name? I'm (Adam).*
Unit 2: Touch your (ear). Wash your (hands).
Unit 3: What's this? It's a pencil.
Unit 4: This is my (mommy).
Unit 5: Can I have some (cake), please? Yes, here you are.
Unit 6: This is my (mommy/daddy). She's / He's a (vet).
Unit 7: There's a (cow). Let's feed the (cow).
Unit 8: I've got a (bike). Have you got a (scooter)? Yes. / No.

Materials: Student's Book, pages 92 and 93
Class CD
Digital Toolkit
Flashcards: Units 5–8 flashcards
Review 2 cut-outs, coloring pencils or crayons, glue
A counter for each pair of students
A game that you have previously made if possible
Units 5–8 posters

1 Cut, color and stick

1 Help students to find page 92. Look at the pictures together with the class and show the students the game that you made previously. Say *Look, this is a game.*
2 Explain to the class that they are going to make their own games, following the instructions in the pictures: *Now you try.*
3 Distribute the items students need to make the game. Each student needs the Review 2



cut-outs from the back of their Student's Books pages 101 and 103 and some coloring pencils or crayons.
4 Students cut out and color in the pictures on the second cut-out, then they cut out the number cards on the first cut-out.
5 Monitor students' work. Encourage them and praise their work.
6 Students stick the cut-out number cards onto the cut-out picture card, so that the four doors can each be opened to show the pictures underneath.

2 Play the game

1 Demonstrate how to play the game.
2 Students work in pairs and throw a counter onto one of the flaps. They lift that flap and say what they can see in the picture underneath.
3 They can say individual words, or, if you are monitoring and leading the activity, you can encourage them to produce a chunk of language such as *I've got a slide*. / *He's a dentist*.



LESSON 4 page 93

1 [CD 2.49] Listen and point

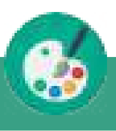
1 Help students to find page 93. Look at the first picture with the class. Ask *What can you see? There are two boys. One boy is showing a picture of a cow, and the other boy is showing a picture of a horse*. Tell students that they are going to listen to the two boys.
2 Say *Listen and point*. Play the first mini-dialogue on the CD to the class. Ask students to point to the person speaking.
3 Repeat the procedure for the other pictures and the other sections of the CD.

Audioscript

1 **Boy 1:** *This is a cow.*
Boy 2: *This is a horse.*
2 **Boy 1:** *Look! He's a police officer.*
3 **Girl 1:** *Can I have some cake please?*
Girl 2: *Yes, here you are.*
4 **Boy 1:** *I've got a black scooter.*
Boy 2: *I've got a white ball.*

2 Act

1 Play the first mini-dialogue on the CD again with the class. Say*: Listen*. Ask one of the students to model it with you, using the cow and horse flashcards. Say: *This is a cow*. Help the student to say: *This is a horse*.
2 Students work in pairs to do the speaking activity using the pictures to help them. You can choose how many of the mini-dialogues to ask students to practice.
3 You could also play the CD and pause before 'cow', 'horse', 'police officer', 'cake', 'scooter' and 'ball' and ask students to complete each sentence.
4 Confident learners could demonstrate their speaking activity in front of the class.
5 Encourage them, praise their work and motivate others.





Fast finishers

- In pairs, students play *Mime it* (Games Bank, page 95) to practice all the vocabulary from Units 5–8.

Consolidation game

- Play *Guess the picture* (Games Bank, page 95) with all the vocabulary from Units 5–8.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. toys. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw, roll to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow / red / blue / green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say: *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all students get to the other side of the room, they repeat with the other student leading.

Go to the word, card or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper or use the flashcards. Place three or four of the words or letter sounds you are reviewing, e.g. h/hello, b/book, r/robot and d/daddy, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word, card or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a robot, a balloon, a car, a ball. Place some of the items on a table and give students a short time to look at them. Cover the items with a cloth, and ask students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. robot. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialogue with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialogue again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. h/hello, b/book and r/robot, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture/card

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. course characters, family members, animals, numbers or using flashcards. Display the cut-out pictures. Say one for the words, e.g. *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. pencils, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Games bank

Sorting

Use this game to practice sorting items into different categories, e.g. healthy and unhealthy food. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Dina says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Dina says… touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye, hair, ear, mouth* and *hand*. Then say *Touch your (nose)*, without saying *Dina says*, and show students that you are not doing the action. Students only do the action if you say *Dina says*.

Dina says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. e.g. one student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. camel, elephant, giraffe, lion, monkey, snake. Revise the vocabulary. Ask students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class: *Is it a (book)?* The rest of the group says *Yes*. *It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class: *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

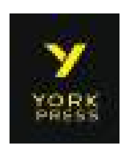
Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. doll, without letting the rest of the group see. The first student whispers: *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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